

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

New West Charter School

Contact
Name and
Title

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The School Community

New West Charter School of Los Angeles was a charter school in transition during the school years of 2012 to 2016. In the past five years, New West's location, some key leadership positions and faculty have changed, along with the demographics of the student body.

Most notably, in the fall of 2011, New West began the process of expanding to a 6-12 grade school when a ninth grade was added to the 6-8 grades already offered and moved a mile from Pico Boulevard to its current campus on Armacost Avenue to accommodate the expansion. Thanks to the addition of new personnel, new classrooms and new instructional equipment, the school has successfully added four new grade-levels and sent its first graduating class across the stage and off to college in the spring of 2016. And most recently New West congratulated their second graduating class on their many accomplishments on June 9, 2017.

New West serves a total of 825 students from 73 zip codes across an incredibly diverse urban landscape in Los Angeles. Current demographics are; 50% minority students which comprise of 26.3% Latino, 8.3% African American, 9.0% Asian, 6.5% Other and 49.5% Caucasian students. In addition, 26% of our students are socio-economically disadvantaged (according to recent income surveys) and 9% of our student body qualifies for special education services through an individual education plan (IEP), 13% are RFEP students. Currently New West does not serve foster youth or homeless students.

Today, New West continues to build on its strengths and challenges by designing and implementing academic policies and practices that reach all students in innovative ways. New West is both dedicated to and driven by the school's core mission statement, *"To allow students to discover and maximize their full potential through academic rigor, strong character, self-reliance, and become lifelong learners."*

LCAP HIGHLIGHTS

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

After completing an extensive self-study as part WASC accreditation in May 2017 along with the LCAP annual review completed in June 2017; New West will focus on the following 7 key highlighted areas of growth:

1. Closing the achievement gaps to serve all students.
2. Further developing our school identity and impact by building on academic rigor, Individuality, course access and college and career preparedness.
3. Continuing to develop Common Core State Standards (CCSS) and progress forward With the Next Generation Science Standards (NGSS).
4. Further developing school culture and climate.
5. Maintaining the strength of their faculty.
6. Expanding opportunities for parental and community involvement.
7. Maintaining a quality-learning environment for all students to thrive and grow.

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.

A review of performance for New West included capturing data on the following key baseline markers. Overall recent results indicated a *growing trend of success* (and insight into continuing and future challenges) related to:

- 2017 Spring CAASP Dashboard results in middle school ELA and Math
- High school 11th grade – CAASP results to be made available Fall 2017
- 2017 SAT overtime
- 2017 PSAT overtime
- Physical fitness test results for 7th and X grade
- New West High School Graduation rate for the class of 2017
- New West senior class College Acceptances for graduating seniors for the Class of 2017
- Scholarships and financial aid awarded to graduating seniors for the class Of 2017
- School-wide Learner Outcomes (SLO's) - % mastery for both middle and High school students
- The number of socio-economically disadvantaged students choosing to Attend New West
- English Language Learner students re-classified as fluent English
- Attendance Rates in both middle and high school
- Suspension and expulsion rates for middle and high school
- School Climate indicators via parent surveys and parental and community Focus group results

GREATEST PROGRESS

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

In categorizing the areas of the greatest needs for New West 4 key areas were identified:

Closing the Achievement Gap to Serve All Students:

- Target increased improvement in the learning outcomes for; African American, Latino students, Special education students and Socially-economically disadvantaged students
- Create additional support classes for English Learners
- Develop a more extensive EL program and reclassification process
- Increase outreach to Spanish speaking families
- Monitor the achievement gaps between male and female students
- Revamp advisory curriculums to meet student needs
- Increase access to support staff for students

Developing and Identity Built on Academic Rigor and Individuality:

- Maintaining academic rigor via increased quality instruction
- Continuing to implement Common Core and
- Next Generations Science Standards
- Increased and expand assessment procedures
- Continue to expand college and career readiness

Maintaining the strength of the Faculty:

- Retain, re-train and hire highly effective teachers
- Increasing access to resources and technology
- Maintain a quality facility for both student, facility and staff

Further developing our school community and school environment:

- Expanding opportunities for parental and community involvement
- Maintaining a quality learning environment for all students to thrive and grow

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 CA spring 2017 dashboard indicates that NWC performance gaps relate to:

ELA results between the “all student groups” and English language learners, Latino students, socio-economically disadvantaged students and students with disabilities in middle school.

INCREASED OR IMPROVED SERVICES

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.

Based on the WASC self-study, LCAP 2016-17 annual review, internal and external assessments, stakeholder feedback and research-based practices NWC will:

Implement a more systematic program for monitoring and providing direct support to English learners, low-income students, Latino students and special education students.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$8,584,731
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,499,764
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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.

Total Salaries and Benefits for New West Charter in 17-18 are projected to be \$4.9 million dollars. Only part of that expense is explained within the LCAP. In addition, leasing costs of \$1.5 million dollars are not included; neither are the majority of field trip expenses, which are expected to be \$520 thousand dollars.

\$6,646,499

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- All NWC students will demonstrate increased achievement in English language arts and mathematics.
- All NWC middle school core and elective programs and NWC high school A-G approved courses will be implemented to offer a broad range of Course to prepare students for college and career options.
- Academic data will be analyzed to ensure student proficiency measures are in place to meet graduation requirements for promotion from (a) NWC middle to NWC high school and (b) NWC high school to graduation leading to college and career options.

ACTUAL

- Based on the CAASP data for Spring 2017 as reported on the CDE Dashboard: "All Students" in ELA perform above level 3 a change increase by 6.9 points.
- Due to a prior technical glitch performance for "All Students" in Math was not reported.
- NWC elective classes were A-G and UC approved for 2016-17
- Administration, 8th and 9th grade teaching teams completed extensive analysis of academic performance and graduation rates from middle to high school.
- College acceptances rates for graduating seniors increased in 2016-2017.

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	Provide all students with the access to standards-aligned instruction materials.
Actions/Services	PLANNED	ACTUAL - ACHIEVED
	All NWC students will be provided directed access to CSSS aligned materials and resources.	All NWC students were provided direct access to CSSS aligned materials and resources in core and elective class in both middle and high school programs.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$48,236 4000-4999 Books and Supplies, LCFF Base Repeat Expense	\$48,236 4000-4999 Books and Supplies, LCFF Base Repeat Expense

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	2	Fully implement CSSS in 6-12 grade with coaching via Department heads in all core subjects.
Actions/Services	PLANNED	ACTUAL – ACHIEVED
	Common Core State Standards 6-12 grade implemented using specific coaching strategies via Department heads in all core subjects	Department head leadership positions were created in English, Math, Science, and History. In conjunction with the administration team the new leadership group were responsible for the rigorous oversight of core subject unit plans per semester for each teacher within their department.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$24,000, 1000-1999 Certificated Salaries, LCFF Base \$16,875, 5000-5999 Services and Other Operating Expenses, LCFF Base	\$24,000, 1000-1999 Certificated Salaries, LCFF Base \$16,875, 5000-5999 Services and Other Operating Expenses, LCFF Base

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	3	Plan professional development around best instructional practices including classroom walkthroughs, reflection, and data analysis.
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Actions/Services	PLANNED Professional development around best instructional practices identified at the end of the 2015-16 school year would take place within the regular 2016-17 PD schedule. Frequent classroom walkthroughs, reflection, and data analysis were planned as part of both regular grade level and department meetings.	ACTUAL – ACHIEVED Actions listed were achieved throughout the 2016-17 school year via release opportunities for observation of both mentor and mentee teachers. Additional speakers included in PD for the 2016-17
	BUDGETED \$1,179 5000-5999 Services and Other Operating Expenses, LCFF Base \$24,000 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$28,000 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$1,179 5000-5999 Services and Other Operating Expenses, LCFF Base \$24,000 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$28,000 1000-1999 Certificated Salaries, LCFF Base
Expenditures		

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	4	Develop cohesive curricula based on backward planning design in all core and elective subjects.
Actions/Services	PLANNED UBD plans (backward planning) to be implemented in all core and elective subjects in middle and high school	ACTUAL – ACHIEVED Pre-existing UBD plans were analyzed and revised for use in the 2016-17 school year for each core and elective subject
	BUDGETED \$2,106,063 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$2,106,063 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense
Expenditures		

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	5	Maintain quality staff to teach the range of A-G approved courses for all HS students.
Actions/Services	PLANNED All courses offered in the NWC HS were designated and approved A-G courses	ACTUAL – ACHIEVED Achieved All courses offered in the NWC HS were approved A-G courses including the addition of new computer science class for the 2016/17

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$1,846,000 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$42,000, 2000-2999 Classified Salaries, LCFF Base	\$1,846,000 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$42,000, 2000-2999 Classified Salaries, LCFF Base

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 **6** Provide on-going professional development aimed to improve standards aligned instruction specifically in math and ELA.

Actions/Services	PLANNED	ACTUAL - ACHEIVED
	Professional development aimed to improve standards aligned instruction specifically in math and ELA via mentor teachers for new and inexperienced teaching staff in middle school	Extensive professional development aimed to improve standards aligned instruction specifically in math and ELA was provided by mentor teachers for 6 th and 8 th grade math and 8 th grade ELA

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$8,000 1000-1999 Certificated Salaries, LCFF S&C	\$8,000 1000-1999 Certificated Salaries, LCFF S&C

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 **7** Provide specific curriculum resources to meet the needs of English learners.

Actions/Services	PLANNED	ACTUAL - ACHIEVED
	Reading and curriculum resources purchased to meet the needs of English learners.	Reading curriculum resources to meet the needs of English learners was purchased and implemented. This included the Read 360 Program and additional ELA textbooks and materials to target struggling readers

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$4,086, 4000-4999 Books and Supplies LCFF S&C	\$4,086, 4000-4999 Books and Supplies LCFF S&C

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 **8** Provide specific curriculum resources and staff support for Special Education Students (SPED)

Actions/Services	PLANNED Additional testing and curriculum resources and staff support for SPED students.	ACTUAL - ACHIEVED Additional assessment and curriculum resources were provided to include staff support for SPED students. The addition of 1 FTE for MS SPED population
	BUDGETED \$1,240 4000-4999 Books and Supplies AB 602 \$300,000 5000-5999 Services and Other Operating Expenses AB 602 and IDEA \$146,575 1000-1999 Certificated Salaries, AB 602 and IDEA \$25,600 2000-2999 Classified Salaries, AB 602 and IDEA \$30,000 3000-3999 Benefits, AB 602 and IDEA	ESTIMATED ACTUAL \$1,240 4000-4999 Books and Supplies AB 602 \$300,000 5000-5999 Services and Other Operating Expenses AB 602 and IDEA \$146,575 1000-1999 Certificated Salaries, AB 602 and IDEA \$25,600 2000-2999 Classified Salaries, AB 602 and IDEA \$30,000 3000-3999 Benefits, AB 602 and IDEA
Expenditures		

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 **9** Provide staff training on Infinite Campus and NWC START (internal tracking system) to ensure appropriate monitoring of all students and specific sub-groups.

Actions/Services	PLANNED On-going staff training on Infinite Campus and START to ensure appropriate monitoring of all students and specific sub-groups.	ACTUAL – NOT ACHIEVED Insufficient staff training on Infinite Campus and START was provided with a continuing need for increased monitoring of all students and specific sub-groups using a more robust technology platform.
	BUDGETED \$30,000 5000-5999 Services and Other Operating Expenses, LCFF Base	ESTIMATED ACTUAL \$30,000 5000-5999 Services and Other Operating Expenses, LCFF Base
Expenditures		

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 **10** Monitor all student achievement to ensure grade level promotion and course completion is being reviewed throughout each semester.

Actions/Services	PLANNED Using Infinite campus web portal to monitor all student achievement to ensure grade level promotion and course completion is being reviewed throughout each semester.	ACTUAL - ACHIEVED Infinite campus was used to identify on-going student progress and to ensure grade level promotion and department and grade level teams throughout each semester regularly reviewed course completion.
Expenditures	BUDGETED \$2,106,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$2,106,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense

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 **11** Provide academic success and individual academic counseling for all SPED students to ensure on track for promotion/graduation.

Actions/Services	PLANNED Academic success course provision and individual academic counseling for all SPED students to ensure on track for promotion/graduation.	ACTUAL - ACHIEVED Academic success courses were provided for all students identified with an IEP in MS, along with academic counseling for identified SPED HS students
Expenditures	BUDGETED \$68,000 1000-1999 Certificated Salaries, AB 602 and IDEA, Repeat Expense \$83,000 5000-5999 Services and Other Operating Expenses AB	ESTIMATED ACTUAL \$68,000 1000-1999 Certificated Salaries, AB 602 and IDEA, Repeat Expense \$83,000 5000-5999 Services and Other Operating Expenses AB 602 and IDEA

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.	Goal 1: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready. Implementation of Goal 1 was overall achieved with a few training needs being revised to fully support continued growth and development of CCSS standards in all subjects at each grade level.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented as planned with a few exceptions: The START data program did not sufficiently capture real time data for sub-group tracking and a more reliable system will be put in place for 2017-18
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Not applicable.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	See revisions in the 2017/18 LCAP Goal #1

Goal 2

Effectively support students to obtain the literacy skills necessary for college and career ready

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- All incoming students will participate in NWC designed and implemented Summer bridge and induction programs
- Incoming students will be provided with small group, individual and targeted Support to obtain grade level reading proficiency
- EL, RFEP, SPED students monitored using START program to ensure Adequate yearly progress

ACTUAL

- All (20) students who graduated from Brockton Avenue elementary school were provided first priority to access the *NWC Summer Bridge Program* – July 2017
- 135 incoming 6th grade students were invited into the *Spring into NWC* Induction program prior to the start of school
- Targeted literacy support was provided via small class settings and specific support classes
- EL, RFEP and SPED students were monitored via SST, 504 and IEP implementation procedures, START and Infinite Campus

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	Implement Summer Bridge Program targeted specifically for Brockton elementary students coming into 6 th grade
Actions/Services	PLANNED	Summer Bridge Program targeted specifically for Brockton elementary students coming into 6 th grade
	ACTUAL - ACHIEVED	Summer Bridge Program was successfully implemented for Brockton elementary students entering into 6 th grade at NWC
Expenditures	BUDGETED	\$6,720 1000-1999 Certificated Salaries, LCFF S&C \$400, 4000-4999 Books and Supplies, LCFF S&C
	ESTIMATED ACTUAL	\$6,720 1000-1999 Certificated Salaries, LCFF S&C \$400, 4000-4999 Books and Supplies, LCFF S&C

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	2	Provide targeted reading intervention for students who are performing below grade level in reading		
Actions/Services		PLANNED Reading intervention for students who are not yet reading at or above grade level	ACTUAL - ACHIEVED Early reading assessments carried out in S1 identified selected students performing below grade level in reading. In-class support, small group instruction and individual tutoring provided in addition to specific support classes	
Expenditures		BUDGETED \$35,000 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$35,000 1000-1999 Certificated Salaries, LCFF Base	

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	3	School-wide reading level assessments 2x/year		
Actions/Services		PLANNED School-wide reading level assessments 2x/year	ACTUAL – NOT ACHIEVED Although reading level ELA teachers carried out assessment these were not consistently applied with a consistent assessment in all grade levels.	
Expenditures		BUDGETED \$8,000 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$8,000 1000-1999 Certificated Salaries, LCFF Base	

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	4	Professional development for ELA teachers to support struggling readers		
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Actions/Services	PLANNED Department chair to provide specific professional development for ELA teachers to support struggling readers in each grade level	ACTUAL - ACHIEVED Department level professional development provided to 6 th - 12 th grade ELA teachers
	BUDGETED \$8,000 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$8,000 1000-1999 Certificated Salaries, LCFF Base

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	5	Provided targeted reading support in ELD and Academic success classes for SPED students'
Actions/Services	PLANNED Reading support for ELD and Academic Success classes for SPED students provided by credentialed teaching faculty	ACTUAL - ACHIEVED Reading support for ELD and Academic Success classes provided for SPED students in MS only
	BUDGETED \$21,700, 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$21,700, 1000-1999 Certificated Salaries, LCFF Base

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	6	ELD internal benchmark analysis to plan targeted intervention (where appropriate)
Actions/Services	PLANNED ELD internal benchmark analysis to plan targeted intervention	ACTUAL – NOT ACHIEVED Limited ELD internal benchmark analysis to plan targeted intervention
	BUDGETED \$0	ESTIMATED ACTUAL \$0

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.	Goal 2: Effectively support students to obtain the literacy skills necessary for college and career ready Implementation of Goal 2 was overall achieved. However, the twice per year reading assessments were not consistently carried out in each grade level.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented as planned with a few exceptions: The ELD internal benchmark assessments need improved and instituted on a more rigorous basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See revisions in LCAP 2017/18 Goal 2

Goal 3

Effectively support NWC students to graduate from high school and obtain college and career entry.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- All incoming high school students will be provided with on-going support to Ensure they meet all A-G requirements for college and careers
- Targeted intervention and support programs will be provided for under-performing Students – this will include credit recovery and summer school classes provided by NWC

Extensive A-G courses were offered in the HS along with on-going college and career targeted support. Under performing students were identified in both MS and HS and a full range of support services were provided throughout the 2016-17 school year.

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	Support students to ensure they meet A-G requirements to prepare for high school graduation
Actions/Services	<p>PLANNED HS school students will be provided with on-going support teaching and tutoring support to ensure they meet all A-G requirements for college and career readiness</p>	<p>ACTUAL - ACHIEVED All HS students were provided access to A-G courses, daily tutoring opportunities and individual counseling in the 10-12th grade to ensure they were on track to graduate. 85/88 12th grade students met NWC graduation requirements by June 9th 2017.</p>
Expenditures	<p>BUDGETED \$1,082,300 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$6,530 4000-4999 Books and Supplies, LCFF Base, College Readiness Grant Funds</p>	<p>ESTIMATED ACTUAL \$1,082,300 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense \$6,530 4000-4999 Books and Supplies, LCFF Base, College Readiness Grant Funds</p>

\$40,725 5000-5999 Services and Other Operating Expense, LCFF Base

\$40,725 5000-5999 Services and Other Operating Expense, LCFF Base

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 **2** Provide individual consult opportunities for students before and after school

Actions/Services	PLANNED HS students to be provided access to credentialed staff before and after school.	ACTUAL - ACHIEVED Before and after-school tutoring, homework class/club provided by HS teachers.
	BUDGETED \$3,275	ESTIMATED ACTUAL \$3,275
Expenditures		

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 **3** Increase direct access for students to college counselors in all grades to help prepare for college fit, college application timeline support, A-G and GPA check in meetings

Actions/Services	PLANNED Direct access for HS students to college counselors	ACTUAL - ACHIEVED Two college counselors were available Mon- Thursday each week throughout 2016-17
	BUDGETED \$40,725, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$40,725, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense
Expenditures		

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 **4** Provide opportunities for onsite PSAT and SAT prep classes

Actions/Services	PLANNED Provide opportunities for onsite PSAT and SAT prep classes	ACTUAL - ACHIEVED NWC provided opportunities for onsite PSAT and SAT prep classes
	BUDGETED \$3,000 4000-4999 Books and Supplies, College Readiness Grant Funds \$300, 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$3,000 4000-4999 Books and Supplies, College Readiness Grant Funds \$300, 1000-1999 Certificated Salaries, LCFF Base

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 **5** Provide online and in-school credit recovery classes during the academic school year and during summer recess

Actions/Services	PLANNED Apex Credit recovery available to all HS where required	ACTUAL - ACHIEVED Apex course used extensively throughout the school year for students 9-12 th grade.
	BUDGETED \$6,530 4000-4999 Books and Supplies, LCFF Base, College Readiness Grant Funds, Repeat Expense	ESTIMATED ACTUAL \$6,530 4000-4999 Books and Supplies, LCFF Base, College Readiness Grant Funds, Repeat Expense

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 **6** Provide parent classes to advice and support families in the college prep process

Actions/Services	PLANNED Parent classes to be given throughout the school year to advice and support families in the college prep process Cell	ACTUAL – ACHIEVED Parent classes/presentation provided throughout the school year to advice and support families in the college prep process
	BUDGETED \$40,725 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$40,725 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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.	Goal 3: Effectively support NWC students to graduate from high school and obtain college and career entry Implementation of Goal 3 was overall achieved
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented as planned
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See revisions in 2017/18 LCAP Goal 1

Goal 4

Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Common Core State Standards that are established will be fully implemented in all classes.
- All NWC teachers will continue to participate in training to ensure implementation and development of CCSS – Specific funds will be allocated from the NWC educator effectiveness Training budget
- Class observations will yield increased evidence of collaboration, critical Thinking and conceptual understanding. NWC curriculum plans will demonstrate CCSS implementation per semester.

ACTUAL

- All teaching staff in both core and elective classes have implemented semester long unit plans that are aligned with CCSS.
- Best practices in CCSS implementation in direct instruction were frequently reviewed by administration, department chairs and grade level advisors.
- Additional training opportunities were allocated to help support early implementation of NGSS for all science teachers.

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	Support collaborative and professional development activities.
Actions/Services	PLANNED	Collaborative and professional development opportunities to be provided throughout the year on CCSS
	ACTUAL - ACHIEVED	Professional development schedule implemented throughout the year which included a focus on CSSS, student achievement, struggling student support, assessment and grading practices.
Expenditures	BUDGETED	\$110,842, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense
	ESTIMATED ACTUAL	\$110,842, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense

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 **2** Purchase standards aligned instructional materials and resources for CSSS.

Actions/Services	PLANNED Standards aligned instructional materials and resources purchased	ACTUAL - ACHIEVED Standards aligned instructional materials and resources purchased for all core subject classes in both MS and HS
Expenditures	BUDGETED \$48,236, 4000-4999 Books and Supplies, LCFF Base Repeat Expense	ESTIMATED ACTUAL \$48,236, 4000-4999 Books and Supplies, LCFF Base Repeat Expense

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 **3** Increase student access to technology.

Actions/Services	PLANNED Increase student access to technology	ACTUAL - ACHIEVED Increased student access to technology via additional IT resource availability in both MS and HS
Expenditures	BUDGETED \$20,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$20,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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 **4** Provide additional training from designated providers for staff transitioning to CCSS

Actions/Services	PLANNED Provide additional training from designated external providers for staff requiring additional support for CCSS	ACTUAL – NOT ACHIEVED This goal was not achieved as internal support was deemed more effective from the NWC leadership team
Expenditures	BUDGETED \$N/A	ESTIMATED ACTUAL \$0

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

5

Support collaboration and professional development opportunities specific to the needs of:
 English Learners; at-risk students; low-income pupils; re-designated fluent English proficient pupils

Actions/Services	PLANNED Professional for development English Learners; At-risk students; low-income pupils; re-designated fluent English proficient pupils provided by class teachers, administration and leadership team	ACTUAL - ACHIEVED Professional development for English Learners; At-risk students; low-income pupils; re-designated fluent English proficient pupils provided by class teachers, administration and leadership team
Expenditures	BUDGETED \$20,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$127,227, 1000-1999 Certificated Salaries, LCFF S&C \$31,807, 3000-3999 Benefits, LCFF S&C

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.	Goal 4: Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of Goal 4 was overall achieved with the exception of the addition of external professional development providers that were not used. It was deemed more effective to use the in-school expertise available in the NWC leadership team.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actions and Services for this goal were generally implemented as planned with a few exceptions: Standards aligned curriculum resources are not sufficiently available in all core classes. And implementation of CCSS continues to be a work in progress in all core subjects
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.	See revisions in LCAP 2017/18 Goal #2

Goal 5

Effectively reduce the number of school-based expulsions, suspensions and discipline referrals

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- The rate of expulsions, suspensions and referrals will be reduced by 5% over the next 3 years.
- The rate of in-school behavior referrals will be reduced by 10% over the next 3 years.

ACTUAL

Review of discipline trends and areas of behavior concerns from teaching and administration team provided opportunities for targeted support for vulnerable students.

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	Implement a school wide revised discipline plan designed by school administration and train all school staff
Actions/Services	<p>PLANNED</p> <p>A school wide revised discipline plan to be designed by school administration and legal support staff. School staff to be trained and given additional resources to promote positive discipline strategies.</p>	<p>ACTUAL - ACHIEVED</p> <p>A revised and updated school wide discipline plan was amended by legal support and implemented by school administration. School staffs were staff trained and given additional resources to promote positive discipline strategies. Cell</p>
Expenditures	<p>BUDGETED</p> <p>\$10,000, Services and Other Operating Expense, LCFF Base</p>	<p>ESTIMATED ACTUAL</p> <p>\$10,000, Services and Other Operating Expense, LCFF Base</p>

ACTIONS / SERVICES

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

Action **2** Provide teachers and grade level advisors professional development on classroom management.

Actions/Services	PLANNED Provide teachers and grade level advisors professional development on classroom management Cell	ACTUAL - ACHIEVED Grade level advisors provided individual support and professional development on classroom management as it related to NWC to new and probationary teachers
Expenditures	BUDGETED \$28,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$28,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense

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 **3** Release teachers to work directly with school administration in developing classroom and individual development plans.

Actions/Services	PLANNED Release mentor and grade level advisors teachers to work directly with school administration in developing classroom and individual development plans	ACTUAL – ACHIEVED Mentor and grade level teachers were released in S1 and S2 to work directly with school administration in developing classroom and individual development plans
Expenditures	BUDGETED \$36,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$36,000, 1000-1999 Certificated Salaries, LCFF Base, Repeat Expense

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 **4** Implement more effective advisory curriculum

Actions/Services	PLANNED Implement more effective advisory curriculum in both MS and HS	ACTUAL – NOT ACHIEVED Although some changes were made to ensure a more effective advisory curriculum this needs continued development in both MS and HS ell
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$0	\$0

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 **5** Utilize behavior incentives

Actions/Services	PLANNED	ACTUAL - ACHIEVED
	Utilize behavior incentives	Behavior incentives such as individual and small group reward systems were put in place in both middle and high school classes with specific behavior challenges

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$1,553, 4000-4999 Books and Supplies, LCFF Base	\$1,553, 4000-4999 Books and Supplies, LCFF Base

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 **6** Use of field trip incentives in each grade level

Actions/Services	PLANNED	ACTUAL - ACHIEVED
	Extensive field trips implemented in all grades/subjects	Extensive field trips implemented in all grades/subjects for both core and elective subjects

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$450,000, 5000-5999 Services and Other Operating Expense, LCFF Base, College Readiness Grant Funds	\$450,000, 5000-5999 Services and Other Operating Expense, LCFF Base, College Readiness Grant Funds

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 **7** Monitor at-risk student groups with behavior referrals

Actions/Services	PLANNED Administration to monitor at-risk student groups with behavior referrals e	ACTUAL - ACHIEVED At-risk student groups behavior referrals tracked via Infinite campus and on-site administrative monitoring procedures
Expenditures	BUDGETED \$42,600, 1000-1999 Certificated Salaries, LCFF S&C \$10,650 3000-3999, Benefits, LCFF S&C	ESTIMATED ACTUAL \$42,600, 1000-1999 Certificated Salaries, LCFF S&C \$10,650 3000-3999, Benefits, LCFF S&C

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.	Goal 5: Effectively reduce the number of school-based expulsions, suspensions and discipline referrals Implementation of Goal 5 was overall achieved with the exception of a more effective advisory program in MS and HS being available for teaching staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented as planned with a few exceptions: New staff joining NWC will need continued support to implement effective and consistent classroom and behavior management practices.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See 2017/18 LCAP Goal 3

Goal 6

Maintain high levels of on-time attendance in both middle and high school programs

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- On-time attendance rates for NWC middle and high school programs will increase by 2% over the next Three years

ACTUAL - ACHIEVED

On-time attendance has increased in all grades especially with the implementation of clearer student policies and participation opportunities in extra curricular events.

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** Monitor student attendance via Infinite Campus portal by NWC Administration

Actions/Services	PLANNED On-time attendance rates for NWC middle and high school programs will increase by 2%	ACTUAL - ACHIEVED On-time attendance increased in all grades especially with the implementation of clearer student policies and participation opportunities in extra curricular events.
	BUDGETED \$5,300, 4000-4999 Books and Supplies, LCFF Base \$83,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Fundraising	ESTIMATED ACTUAL \$5,300, 4000-4999 Books and Supplies, LCFF Base \$83,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Fundraising
Expenditures		

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 **2** Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator.

Actions/Services	PLANNED Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator	ACTUAL – NOT ACHIEVED Although the NWC absence and tardy policy was revised there was a lack of consistent monitoring of all students by data coordinator given a medical absence.
Expenditures	BUDGETED \$45,000, 2000-2999 Classified Salaries, LCFF Base	ESTIMATED ACTUAL \$45,000, 2000-2999 Classified Salaries, LCFF Base

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 **3** Grade level advisors monitoring student’s attendance and implementing attendance incentives.

Actions/Services	PLANNED Grade level advisors monitoring students attendance and implementing attendance incentives ty	ACTUAL - ACHIEVED Grade level advisors monitored students attendance and implemented selected attendance incentives ty
Expenditures	BUDGETED \$1,553, 4000-4999 Books and Supplies, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$1,553, 4000-4999 Books and Supplies, LCFF Base, Repeat Expense

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 **4** Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees.

Actions/Services	PLANNED Parent meetings to be scheduled each semester ensure on-going monitoring with chronic absentees.	ACTUAL – NOT ACHIEVED Parent meetings were not consistently scheduled to ensure on-going monitoring with chronic absentees in both MS and HS
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Expenditures

BUDGETED

\$8200, 1000-1999 Certificated Salaries, LCFF Base

ESTIMATED ACTUAL

\$8200, 1000-1999 Certificated Salaries, LCFF Base

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.

Goal 6: Maintain high levels of on-time attendance in both middle and high school programs

Implementation of Goal 6 was overall achieved with the exception of a systematic approach to the monitoring of absence and tardy data

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

Actions and Services for this goal were generally implemented as planned with a few exceptions: Parent meeting were not consistently established to reduce chronic absenteeism/tardiness

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

See revisions 2017/18 LCAP Goal 3

Goal 7

Maintain a safe, clean, healthy and educationally productive environment ensuring high standards of school cleanliness and facility maintenance

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain efficient custodial and maintenance staff to ensure school facilities are well maintained and any necessary repairs will be addressed in a timely manner

ACTUAL

Efficient custodial and maintenance staff regularly
 Ensure all NWC school facilities were well-maintained and any necessary
 Repairs will be addressed in a timely manner.

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** Update and maintain school Wi-Fi and network system

Actions/Services	PLANNED Update and maintain school Wi-Fi and network	ACTUAL - ACHIEVED Achieved - Updated school Wi-Fi and Network system
	BUDGETED \$20,500, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$20,500, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense
Expenditures		

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 **2** Purchase equipment and materials necessary for maintenance of building structure and outdoor spaces.

Actions/Services	PLANNED Purchase specific equipment and materials necessary for maintenance of building structure and outdoor areas	ACTUAL - ACHIEVED Purchased new fencing, additional tables, benches, gardening supplies and resources related to the outdoor classroom
	BUDGETED \$550, 4000-4999 Books and Supplies, LCFF Base \$15,661, 9420 and 9430 Building and Site Improvements, LCFF Base	ESTIMATED ACTUAL \$550, 4000-4999 Books and Supplies, LCFF Base \$15,661, 9420 and 9430 Building and Site Improvements, LCFF Base

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 **3** Maintain/Increase staff responsible for maintaining facilities .

Actions/Services	PLANNED Maintain/Increase staff responsible for maintaining facilities	ACTUAL - ACHIEVED Maintained and increase staff responsible for maintaining facilities. Created custodial supervisor to oversee building maintenance
	BUDGETED \$92,000 2000-2999, Classified Salaries, LCFF Base	ESTIMATED ACTUAL \$92,000 2000-2999, Classified Salaries, LCFF Base

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 **4** Maintain staff responsible for technology.

Actions/Services	PLANNED Maintain staff responsible for technology.	ACTUAL - ACHIEVED Maintained and added to staff responsible for school related technology support
	BUDGETED \$20,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$20,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

\$20,000, 2000-2999, Classified Salaries, LCFF Base

\$20,000, 2000-2999, Classified Salaries, LCFF Base

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	5 Replace/add furniture and equipment as needed	
Actions/Services	PLANNED Add new furniture to classrooms and teachers lounge	ACTUAL - ACHIEVED Added new classroom furniture and provided replacement furniture to the teachers lounge
	BUDGETED \$4500, 4000-4999 Books and Supplies, LCFF Base	ESTIMATED ACTUAL \$4500, 4000-4999 Books and Supplies, LCFF Base
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Goal 7: Maintain a safe, clean, healthy and educationally productive environment ensuring high standards of school cleanliness and facility maintenance Implementation of Goal 7 was overall achieved
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See 2017/18 LCAP Goal 7

Goal 8

Increase parental involvement in both middle and high school

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of parents and families participating in NWC school sponsored events will increase by 5% over the next three years.

ACTUAL- ACHIEVED

Parental involvement was increased with more opportunities for teacher-parent conferences that supported working families.
 Provided opportunities for multiple language parent events
 Additional parent opportunities provided through athletics and performing arts events

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.

<p>Action</p> <p>1</p>	<p>Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator.</p>	
<p>Actions/Services</p>	<p>PLANNED</p> <p>Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator.</p>	<p>ACTUAL - ACHIEVED</p> <p>Significantly improved online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base</p>	<p>ESTIMATED ACTUAL</p> <p>\$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base</p>

ACTIONS / SERVICES

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

Action	2	Improved school website providing easy access to increased information.
Actions/Services	PLANNED	Improve school website providing easy access to increased information.
Expenditures	BUDGETED	\$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense
	ACTUAL - ACHIEVED	Contracted with a professional communications company to revamp the school website providing easy access to increased information.
	ESTIMATED ACTUAL	\$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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	3	Increase home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs.
Actions/Services	PLANNED	Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes and clubs.
Expenditures	BUDGETED	\$3,600
	ACTUAL – NOT ACHIEVED	Limited increase in home-school meeting opportunities for after-school drop in activities for parents
	ESTIMATED ACTUAL	\$3,600

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	4	Providing parent classes for students in the NWCHS and transitioning into the 9 th grade.
Actions/Services	PLANNED	Providing parent classes for students inducting into the NWCHS
	ACTUAL - ACHIEVED	Provided parent support for students in the NWCHS and transitioning into the 9 th and 10th grade. The implementation of this goal was specifically helpful to the students from City Charter High school, which

Expenditures

	closed mid-year and were subsequently placed at NWC.
BUDGETED	ESTIMATED ACTUAL
\$42,600, 1000-1999 Certificated Salaries, LCFF Base	\$42,600, 1000-1999 Certificated Salaries, LCFF Base

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.	Goal 8: Increase parental involvement in both middle and high school Implementation of Goal 8 was overall achieved with the exception of an increase in after-school drop in activities for parents.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented but there remains a need to find ways to connect more readily families’ after-school is over and support greater connections with working families.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See 2017/18 LCAP Goal 5

Goal 9

Increase and strengthen stakeholder and community engagement

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of family, stakeholder, community and fundraising events Will increase by 10% over the next three years

ACTUAL – NOT ACHIEVED

Limited changes were evident in NWC events

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** Identify a middle and high school parent coordinator.

Actions/Services	PLANNED Identify a middle and high school parent coordinator	ACTUAL – PARTIALLY ACHIEVED Identified a middle but not high school parent coordinator as this was deemed not necessary given the increase in leadership positions at each grade level in HS
	BUDGETED \$42,000, 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$42,000, 1000-1999 Certificated Salaries, LCFF Base
Expenditures		

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 **2** Increase parental access to NWC Governance Council parent representation.

Actions/Services	PLANNED Increase parental access to NWC Governance Council parent representation.	ACTUAL - ACHIEVED Improvement in overall communication and web portal opportunities for parental access to NWC Governance Council parent representation.
Expenditures	BUDGETED \$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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 **3** Offer bi-monthly events with administration

Actions/Services	PLANNED Offer bi-monthly events with administration	ACTUAL – NOT ACHIEVED Not achieved due to extensive demands of charter renewal and WASC accreditation
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

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 **4** Update and modify communications via professional communications contract.

Actions/Services	PLANNED Update and modify communications via professional communications contract.	ACTUAL - ACHIEVED Professional communications contract implemented
Expenditures	BUDGETED \$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$37,000, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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 **5** Provide individual grade level back to school nights.

Actions/Services	PLANNED Provide individual grade level back to school nights.	ACTUAL - ACHIEVED Individual grade level back to school nights for middle and high school
Expenditures	BUDGETED \$3750, 1000-1999 Certificated Salaries, LCFF Base \$1,850, 2000-2999 Classified Salaries, LCFF Base	ESTIMATED ACTUAL \$3750, 1000-1999 Certificated Salaries, LCFF Base \$1,850, 2000-2999 Classified Salaries, LCFF Base

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 **6** Provide high-school advisory, and college and career meetings with the school counselor and administration.

Actions/Services	PLANNED Provide high-school specific advisory and college and career meetings with the school counselor and administration.	ACTUAL - ACHIEVED High-school specific advisory and college and career meetings with the school counselor and administration were provided throughout the school year
Expenditures	BUDGETED \$40,725, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	ESTIMATED ACTUAL \$40,725, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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 **7** Provide greater individual family meetings with school administration team.

Actions/Services	PLANNED Provide greater individual family meetings with school administration team.	ACTUAL – ACHIEVED Significant increase in individual family meetings with school administration team
	BUDGETED \$21,300, 1000-1999 Certificated Salaries, LCFF Base	ESTIMATED ACTUAL \$21,300, 1000-1999 Certificated Salaries, LCFF Base

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 **8** Identify individual parent liaison with Brockton Elementary.

Actions/Services	PLANNED Identify individual parent liaison with Brockton Elementary.	ACTUAL – NOT ACHIEVED Not achieved due to change in Brockton Elementary Principal
	BUDGETED \$0	ESTIMATED ACTUAL \$0

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 **9** Involve all relevant stakeholders in WASC full study process.

Actions/Services	PLANNED Involve all relevant stakeholders (teachers, parents, GC, community reps) in WASC full study process.	ACTUAL - ACHIEVED Extensive input given from all relevant stakeholders in WASC full study process.
	BUDGETED \$3,384, 4000-4999 Books and Supplies, LCFF Base \$5,246, 5000-5999 Services and Other Operating Expense, LCFF Base	ESTIMATED ACTUAL \$3,384, 4000-4999 Books and Supplies, LCFF Base \$5,246, 5000-5999 Services and Other Operating Expense, LCFF Base

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.

<p>Action</p> <p style="font-size: 2em; font-weight: bold;">10</p>	<p>Involve all relevant stakeholders in the NWC petition renewal process.</p>	
<p>Actions/Services</p>	<p>PLANNED Involve all relevant stakeholders in the NWC petition renewal process.</p>	<p>ACTUAL - ACHIEVED ALL relevant stakeholders significantly involved in the NWC petition renewal process. Achieved renewal and expansion approval on May 11th 2017.</p>
<p>Expenditures</p>	<p>BUDGETED \$16,732, 5000-5999 Services and Other Operating Expense, LCFF Base</p>	<p>ESTIMATED ACTUAL \$16,732, 5000-5999 Services and Other Operating Expense, LCFF Base</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Goal 9: Increase and strengthen stakeholder and community engagement Implementation of Goal 9 was overall achieved with a few exceptions that were a result of extensive time required for WASC and Charter renewal</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Actions and Services for this goal were generally implemented as planned with a few exceptions: No HS parent coordinator was established. There were no consistent bi-monthly events for parents with the administration team. Due to a change in administration personnel – NW does not have a current parent liaison officer with Brockton elementary</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>
<p>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.</p>	<p>See 2017/18 LCAP Goal 5</p>

Goal 10

Strengthen school and community engagement via fundraising

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of family, stakeholder, and community fundraising events in support of extending NWC music, art, dance, athletics programs will increase by 10% over the next three years

ACTUAL

Extensive community events offered throughout the school year.

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** Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities.

	PLANNED	ACTUAL - ACHIEVED
Actions/Services	The percentage of family, stakeholder, and community fundraising events in support of extending NWC music, art, dance, athletics programs will increase by 10% over the next	Although there was a significant increase in family, stakeholder, and community fundraising events in support of extending NWC music, art, dance, and athletic programs throughout 2016-17 this was not a result of hiring a grant coordinator due to volunteer support received.
Expenditures	BUDGETED \$17,860, 5000-5999 Services and Other Operating Expense, LCFF Base	ESTIMATED ACTUAL \$17,860, 5000-5999 Services and Other Operating Expense, LCFF Base

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	2	Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals.
Actions/Services	PLANNED	ACTUAL – NOT ACHIEVED
	Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals.	Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals. Many competing priorities with WASC and charter renewal did not provide for sufficient time to pursue this goal.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$0	\$0

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	3	Provide funds for athletics transportation
Actions/Services	PLANNED	ACTUAL - ACHIEVED
	Provide funds for athletics transportation	Provided extensive funds for expanded athletics program and all related transportation costs
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$3600, 4000-4999 Books and Supplies, LCFF Base, Repeat Expense \$56,335, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense	\$3600, 4000-4999 Books and Supplies, LCFF Base, Repeat Expense \$56,335, 5000-5999 Services and Other Operating Expense, LCFF Base, Repeat Expense

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.	Goal10: Strengthen school and community engagement via fundraising Implementation of Goal 10 was overall achieved but there was no increase in fundraising efforts due to the increased demands of WASC and Charter renewal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and Services for this goal were generally implemented as planned with a few exceptions: Fundraising events remained static for this year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	See 2017/18 LCAP Goals 5

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

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?

New West Charter is committed to the process of meaningful stakeholder engagement as an integral part to developing an effective LCAP.

Extensive opportunities to engage in the annual review and goals, actions and services was facilitated in the following contexts:

WASC review and input meetings:

Wednesday, September 28th, Wednesday, October 26th, Wednesday, November 30th, Wednesday, February 22nd, Wednesday, March 29th, Wednesday, May 31st

Governance council Meetings: September 26th, October 17th, November 29th, December 16th, January 24th, April 3rd, May 16th, June 6th and June 20th

Focus groups with parents: August 16th, August 17th, August 18th, August 22nd and August 23rd, January 18th and January 25th

Staff meetings: Wednesday, September 7th, Wednesday, October 5th, Wednesday, November 2nd, Wednesday, December 7th, Wednesday, January 11th

Wednesday, February 1st, Wednesday, March 1st, Wednesday, April 5th, Wednesday, May 3rd, Wednesday, June 7th

Student meetings took place in advisory meetings schedule every Thursday.

IMPACT ON LCAP AND ANNUAL UPDATE

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

An extensive review of current and future practices including an examination of the most recent data sources and time spent on stakeholder engagement provided an opportunity to accurately capture all relevant perspective on key goals. In additions stakeholder consultations helped develop and plan for the most significant needs for New West charter which are reflected in the 2017-20 LCAP.

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.

	New	X Modified	Unchanged
Goal 1	Closing Achievement Gaps to Serve All Students: Effectively strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and be career ready.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

To increase the overall percentage of students on track to graduate college and become career ready. To increase the level of literacy skills for all students in both middle and high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWC Internal Tracking System – START 2017 CAASP results in ELA and Math	2016/17 CAASP results in ELA/Math Student Achievement levels recorded per core and elective classes identified in START ending June 2017	All NWC students will demonstrate a 5% increased achievement in English language arts and mathematics	All NWC students will demonstrate 5% increased achievement in English language arts and mathematics.	All NWC students will demonstrate a 5% increased achievement in English language arts and mathematics.
NWC Internal Tracking System START,	2016/17 CAASP results in ELA/Math Number and % of sub-	EL, RFEP, SPED students monitored using START program to ensure adequate	EL, RFEP, SPED students monitored using START program to ensure adequate	EL, RFEP, SPED students monitored using START program to ensure adequate

CAASP results	groups achieving above average GPA's and scores on standardized tests	yearly progress increase of 3% each year.	yearly progress increase of 3% each year	yearly progress increase of 3% each year
	College Graduation and Career Acceptance Rates for the class of 2017	Increase of 3% in 2 and 4 year college acceptances for the class of 2018	Increase of 3% in 2 and 4 year college acceptances for the class of 2019	Increase of 3% in 2 and 4 year college acceptances for the class of 2020
Range and access to A-G courses available to all students	2017-18 NWC Master schedule Credit recovery course options	<p>High school students will be provided with on-going support to ensure they meet all A-G requirements for college and careers</p> <p>Targeted intervention and support programs will be provided for under-performing students – to include credit recovery options and summer school classes provided by NWC</p>	<p>High school students will be provided with on-going support to ensure they meet all A-G requirements for college and careers</p> <p>Targeted intervention and support programs will be provided for under-performing students – to include credit recovery options and summer school classes provided by NWC</p>	<p>High school students will be provided with on-going support to ensure they meet all A-G requirements for college and careers</p> <p>Targeted intervention and support programs will be provided for under-performing students – to include credit recovery options and summer school classes provided by NWC</p>

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** **Improve learning outcomes for African American and Latino students.**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Specific Student Group(s) _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	New Modified X Unchanged	New X Modified X Unchanged
<p>Switch from “color-blind” to “color conscious” curriculum: Teachers will increase the diversity of people and ideas presented in course materials (ex: authors, artists, activists, etc.) to celebrate the contributions of all.</p> <p>Switch from “color-blind” to “color conscious” instruction: Teachers will ensure that students of all backgrounds feel comfortable participating in class by holding authentic conversations about race and identity to honor the perspectives of all.</p> <p>Switch from “color-blind” to “color conscious” tracking sheets: Teachers will add African and Latino American students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups</p>	<p>Switch from “color-blind” to “color conscious” curriculum: Teachers will increase the diversity of people and ideas presented in course materials (ex: authors, artists, activists, etc.) to celebrate the contributions of all.</p> <p>Switch from “color-blind” to “color conscious” instruction: Teachers will ensure that students of all backgrounds feel comfortable participating in class by holding authentic conversations about race and identity to honor the perspectives of all.</p> <p>Switch from “color-blind” to “color conscious” tracking sheets: Teachers will add African and Latino American students to their internal tracking</p>	<p>Switch from “color-blind” to “color conscious” curriculum: Teachers will increase the diversity of people and ideas presented in course materials (ex: authors, artists, activists, etc.) to celebrate the contributions of all.</p> <p>Switch from “color-blind” to “color conscious” instruction: Teachers will ensure that students of all backgrounds feel comfortable participating in class by holding authentic conversations about race and identity to honor the perspectives of all.</p> <p>Switch from “color-blind” to “color conscious” tracking sheets: Teachers will add African and Latino American students to their internal tracking sheets to monitor and</p>

throughout the school year.

sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

support the academic performance of these specific subgroups throughout the school year.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$205,392	Amount: \$205,392	Amount: \$205,392
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 1000-1999, 2000-2999, 4000-4999	Budget Reference: 1000-1999, 2000-2999, 4000-4999	Budget Reference: 1000-1999, 2000-2999, 4000-4999

Action 2 Improve learning outcomes for English Learner students.

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

Students to be Served All Students with Disabilities X Specific Student Group(s) _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

EL students monitored using START program to ensure adequate yearly progress.

Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success: Teachers will add English Learner and Reclassified Fluent English Proficient students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

Provide academic success and individual academic counseling for all EL, RFEP students to ensure on track for promotion/graduation.

Provide individual consult opportunities for students before and after school

Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Administrators will schedule events for Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), send out Spanish versions of important school-wide messages, and provide translators at meetings when appropriate.

Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels: Administrators will provide training on research proven strategies for supporting ELs and hold teachers accountable for using them when conducting observations and evaluations.

EL students monitored using START program to ensure adequate yearly progress.

Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success: Teachers will add English Learner and Reclassified Fluent English Proficient students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

Provide academic success and individual academic counseling for all EL, RFEP students to ensure on track for promotion/graduation.

Provide individual consult opportunities for students before and after school

Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Administrators will schedule events for Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), send out Spanish versions of important school-wide messages, and provide translators at meetings when appropriate.

Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels: Administrators will provide training on research proven strategies for supporting ELs and hold teachers accountable for using them when conducting observations and evaluations.

EL students monitored using START program to ensure adequate yearly progress.

Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success: Teachers will add English Learner and Reclassified Fluent English Proficient students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

Provide academic success and individual academic counseling for all EL, RFEP students to ensure on track for promotion/graduation.

Provide individual consult opportunities for students before and after school

Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Administrators will schedule events for Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), send out Spanish versions of important school-wide messages, and provide translators at meetings when appropriate.

Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels: Administrators will provide training on research proven strategies for supporting ELs and hold teachers accountable for using them when conducting observations and evaluations.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$369,896	Amount	\$369,896	Amount	\$369,896
Source	LCFF S&C	Source	LCFF S&C	Source	LCFF S&C
Budget Reference	1000-1999, 2000-2999, 3000-3999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 3000-3999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 3000-3999, 5000-5999

Action **3** **Improve learning outcomes for Socioeconomically Disadvantaged students.**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities X [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New X Modified Unchanged	New X Modified Unchanged	New X Modified Unchanged
<p>Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success:</p> <p>Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p> <p>Provide increased access to tutoring and technology at school so</p>	<p>Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success:</p> <p>Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific</p>	<p>Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success:</p> <p>Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>

that these learning supports are available to all: Administrators will direct resources to support teachers for providing office hours for individual consult support, after-school tutoring and increase the amount of technology to make it more accessible.

subgroups throughout the school year.
Provide increased access to tutoring and technology at school so that these learning supports are available to all: Administrators will direct resources to support teachers for providing office hours for individual consult support, after-school tutoring and increase the amount of technology to make it more accessible.

Provide increased access to tutoring and technology at school so that these learning supports are available to all: Administrators will direct resources to support teachers for providing office hours for individual consult support, after-school tutoring and increase the amount of technology to make it more accessible.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$165,739	Amount: \$165,739	Amount: \$165,739
Source: LCFF S&C	Source: LCFF S&C	Source: LCFF S&C
Budget Reference: 1000-1999, 2000-2999, 3000-3999, 5000-5999, 9440	Budget Reference: 1000-1999, 2000-2999, 3000-3999, 5000-5999, 9440	Budget Reference: 1000-1999, 2000-2999, 3000-3999, 5000-5999, 9440

Action 4 Improve learning outcomes for male students in English and female students in math.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]_ Males in English; Females in Math

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

X New Modified Unchanged

Intentionally break student stereotypes about sex/gender roles in society, especially related to college majors and career fields: Administrators and teachers will 1) support the creation of more student groups like “Girls Who Code”, 2) recruit Career Day guests, and 3) teach lessons in advisory to show that traditional sex/gender roles are illusory at best and discriminatory at worst. Humanities teachers in particular will include more material celebrating achievements of important female figures.

English and math teachers will ensure equitable attention and support for students: English teachers will pay special attention to boys and math teachers will pay special attention to girls with call-on strategies and checks for understanding to ensure that all students are engaged in the lessons.

Increase awareness of which students have a history of struggling in English or math by sex and require teachers to monitor their performance and support success: Teachers will add male students who struggle in English and female students who struggle in math to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

2018-19

X New Modified Unchanged

Intentionally break student stereotypes about sex/gender roles in society, especially related to college majors and career fields: Administrators and teachers will 1) support the creation of more student groups like “Girls Who Code”, 2) recruit Career Day guests, and 3) teach lessons in advisory to show that traditional sex/gender roles are illusory at best and discriminatory at worst. Humanities teachers in particular will include more material celebrating achievements of important female figures.

English and math teachers will ensure equitable attention and support for students: English teachers will pay special attention to boys and math teachers will pay special attention to girls with call-on strategies and checks for understanding to ensure that all students are engaged in the lessons.

Increase awareness of which students have a history of struggling in English or math by sex and require teachers to monitor their performance and support success: Teachers will add male student who struggle in English and female students who struggle in math to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

2019-20

X New Modified Unchanged

Intentionally break student stereotypes about sex/gender roles in society, especially related to college majors and career fields: Administrators and teachers will 1) support the creation of more student groups like “Girls Who Code”, 2) recruit Career Day guests, and 3) teach lessons in advisory to show that traditional sex/gender roles are illusory at best and discriminatory at worst. Humanities teachers in particular will include more material celebrating achievements of important female figures.

English and math teachers will ensure equitable attention and support for students: English teachers will pay special attention to boys and math teachers will pay special attention to girls with call-on strategies and checks for understanding to ensure that all students are engaged in the lessons.

Increase awareness of which students have a history of struggling in English or math by sex and require teachers to monitor their performance and support success: Teachers will add male students who struggle in English and female students who struggle in math to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.

BUDGETED EXPENDITURES

2017-18

Amount \$183,448

Source LCFF Base

2018-19

Amount \$183,448

Source LCFF Base

2019-20

Amount \$183,448

Source LCFF Base

Budget Reference

1000-1999,3000-3999

Budget Reference

1000-1999,3000-3999

Budget Reference

1000-1999,3000-3999

Action **5**

Improve learning outcomes for students with IEPs and 504s.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) School-wide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18 New X Modified Unchanged	2018-19 New X Modified Unchanged	2019-20 New X Modified Unchanged
<p>Ensure that high quality special education teachers and specialized support are available. In addition NWC will provide an adequate teacher –student ration that meets the specific needs of students with disabilities</p> <p>Ensure that all Section 504s plans implemented in every class and updated as necessary: Grade Level Advisors and Department Chairs will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.</p> <p>Ensure that all IEPs are being adequately implemented in every class and updated as necessary: Administrators and Special Education teachers will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.</p>	<p>Ensure that high quality special education teachers and specialized support are available. In addition NWC will provide an adequate teacher –student ration that meets the specific needs of students with disabilities</p> <p>Ensure that all Section 504s plans implemented in every class and updated as necessary: Grade Level Advisors and Department Chairs will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.</p> <p>Ensure that all IEPs are being adequately</p>	<p>Ensure that high quality special education teachers and specialized support are available. In addition NWC will provide an adequate teacher –student ration that meets the specific needs of students with disabilities</p> <p>Ensure that all Section 504s plans implemented in every class and updated as necessary: Grade Level Advisors and Department Chairs will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.</p> <p>Ensure that all IEPs are being adequately implemented in every class and updated as necessary: Administrators and Special Education teachers will monitor in-progress</p>

Teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum.

implemented in every class and updated as necessary: Administrators and Special Education teachers will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed. Teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum.

grades and check with teachers, students, and parents for signs that more support is needed. Teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$597,984	Amount: \$597,984	Amount: \$597,984
Source: AB602, IDEA, LCFF Base	Source: AB602, IDEA, LCFF Base	Source: AB602, IDEA, LCFF Base
Budget Reference: 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	Budget Reference: 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	Budget Reference: 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999

New Modified Unchanged

Goal 2

Developing an Identity Built on Academic Rigor and Individuality. Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Identified Need

Increase academic rigor through vertically articulated classes in programs that best match the individual needs of all students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Evidence of teacher resources and student out put evidence related to the implementation of CCSS and NGSS standards	New West Charter 2017-18 Unit plans for all core and elective classes with clearly defined CCSS and NGSS evident planned for all teaching and learning contexts	All NWC middle school core and elective programs and NWC high school A-G approved courses will continue to be revised and implemented using CCSS to offer a broad course of study to prepare students for college and career options.	All NWC middle school core and elective programs and NWC high school A-G approved courses will continue to be revised and implemented using CCSS to offer a broad course of study to prepare students for college and career options.	All NWC middle school core and elective programs and NWC high school A-G approved courses will continue to be revised and implemented using CCSS to offer a broad course of study to prepare students for college and career options.
CA dashboard metrics	CAASP results in ELA and Math	All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>state priority 4 – student achievement</i>)	All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>state priority 4 – student achievement</i>)	All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>state priority 4 – student achievement</i>)
		Common Core State Standards that are established will be fully implemented in all classes. (<i>state priority 2 – implementation of common core state standards</i>)	Common Core State Standards that are established will be fully implemented in all classes. (<i>state priority 2 – implementation of common core state standards</i>)	Common Core State Standards that are established will be fully implemented in all classes. (<i>state priority 2 – implementation of common core state standards</i>)

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** **Make the curriculum more challenging and personalized.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	X New Modified Unchanged	X New Modified Unchanged
<p>Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:</p> <ul style="list-style-type: none"> Teachers will create requirements for students to earn departmental awards for performance in classes taken on-campus, classes taken off-campus at Santa Monica College or online, and internships & jobs. *Administrators and counselors will track students' accomplishment of those requirements for recognition upon graduation. 	<p>Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:</p> <ul style="list-style-type: none"> Teachers will create requirements for students to earn departmental awards for performance in classes taken on-campus, classes taken off-campus at Santa Monica College or online, and internships & jobs. *Administrators and counselors will track students' accomplishment of those requirements for recognition upon graduation. 	<p>Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:</p> <ul style="list-style-type: none"> Teachers will create requirements for students to earn departmental awards for performance in classes taken on-campus, classes taken off-campus at Santa Monica College or online, and internships & jobs. *Administrators and counselors will track students' accomplishment of those requirements for recognition upon graduation.
<p>Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:</p> <ul style="list-style-type: none"> Department chairs will build and maintain a consensus 	<p>Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:</p>	<p>Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:</p>

on what quality work looks like at each grade-level through peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).

- Department chairs will build and maintain a consensus on what quality work looks like at each grade-level through peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).

- Department chairs will build and maintain a consensus on what quality work looks like at each grade-level through peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).

Establish programs to diversify New West's offerings to students with different needs:

- Providing a wider variety of programs to serve the diverse needs of students in the area, such as independent study, on-line options and partnership programs to meet the learning needs of all.

Establish programs to diversify New West's offerings to students with different needs:

- Providing a wider variety of programs to serve the diverse needs of students in the area, such as independent study, on-line options and partnership programs to meet the learning needs of all.

Establish programs to diversify New West's offerings to students with different needs:

- Providing a wider variety of programs to serve the diverse needs of students in the area, such as independent study, on-line options and partnership programs to meet the learning needs of all.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$156,239	Amount	\$156,239	Amount	\$156,239
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	1000-1999, 2000-2999, 3000-3999	Budget Reference	1000-1999, 2000-2999, 3000-3999	Budget Reference	1000-1999, 2000-2999, 3000-3999

Action 2 Make grades a more accurate assessment of student learning.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X New Modified Unchanged	X New Modified Unchanged	X New Modified Unchanged
<ul style="list-style-type: none"> Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes Teachers will be given additional planning time to ensure in-class work and assessments will designed as the key indicators of content mastery Standardization of grades will be evident in MS and HS Benchmark assessments will be aligned in all core and elective classes 	<ul style="list-style-type: none"> Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes Teachers will be given additional planning time to ensure in-class work and assessments will designed as the key indicators of content mastery Standardization of grades will be evident in MS and HS Benchmark assessments will be aligned in all core and elective classes 	<ul style="list-style-type: none"> Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes Teachers will be given additional planning time to ensure in-class work and assessments will designed as the key indicators of content mastery Standardization of grades will be evident in MS and HS Benchmark assessments will be aligned in all core and elective classes
<ul style="list-style-type: none"> SBAC interim assessments will carried out in both ELA and Math to enable on-track alignment with CAASP assessments Additional professional development will be made available on assessment design, accuracy and authenticity 	<ul style="list-style-type: none"> SBAC interim assessments will carried out in both ELA and Math to enable on-track alignment with CAASP assessments Additional professional development will be made available on assessment design, accuracy and authenticity 	<ul style="list-style-type: none"> SBAC interim assessments will carried out in both ELA and Math to enable on-track alignment with CAASP assessments Additional professional development will be made available on assessment design, accuracy and authenticity

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount \$65,785</p> <p>Source LCFF Base</p>	<p>Amount \$65,785</p> <p>Source LCFF Base</p>	<p>Amount \$65,785</p> <p>Source LCFF Base</p>

Budget Reference

1000-1999, 2000-2999, 3000-3999

Budget Reference

1000-1999, 2000-2999, 3000-3999

Budget Reference

1000-1999, 2000-2999, 3000-3999

Action **3**

Measuring college and career readiness via a NWC alumni database, sustain high graduation rates and maintain relationships with college and career providers.

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	X New Modified Unchanged	X New Modified Unchanged
<p>Register graduates in the Alumni Association: Administrators will ensure that members of the first graduating class and all successive classes register for the Alumni Association. Registration will include detailed contact information, college choices, and career goals.</p>	<p>Register graduates in the Alumni Association: Administrators will ensure that members of the first graduating class and all successive classes register for the Alumni Association. Registration will include detailed contact information, college choices, and career goals.</p>	<p>Register graduates in the Alumni Association: Administrators will ensure that members of the first graduating class and all successive classes register for the Alumni Association. Registration will include detailed contact information, college choices, and career goals.</p>
<p>Use the Alumni Association to improve college and career outcomes for former New West students: Administrators and counselors will contact graduates, publish and distribute a newsletter to keep them in touch, and facilitate networking for everything from tutoring to job opportunities in the future.</p>	<p>Use the Alumni Association to improve college and career outcomes for former New West students: Administrators and counselors will contact graduates, publish and distribute a newsletter to keep them in touch, and facilitate networking for everything from tutoring to</p>	<p>Use the Alumni Association to improve college and career outcomes for former New West students: Administrators and counselors will contact graduates, publish and distribute a newsletter to keep them in touch, and facilitate networking for everything from tutoring to job opportunities in the future.</p>

	job opportunities in the future.	
Use the Alumni Associate to improve learning outcomes for current New West students.	Use the Alumni Associate to improve learning outcomes for current New West students.	Use the Alumni Associate to improve learning outcomes for current New West students.
Administrators and counselors will 1) measure their college and career readiness through their successes and shortcomings through periodic surveys, 2) motivate students to follow their lead by inviting them to come back to campus as guest speakers, and 3) maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities.	Administrators and counselors will 1) measure their college and career readiness through their successes and shortcomings through periodic surveys, 2) motivate students to follow their lead by inviting them to come back to campus as guest speakers, and 3) maintain connections for everything from internships and jobs to fundraising opportunities.	Administrators and counselors will 1) measure their college and career readiness through their successes and shortcomings through periodic surveys, 2) motivate students to follow their lead by inviting them to come back to campus as guest speakers, and 3) maintain connections for everything from internships and jobs to fundraising opportunities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$58,650	Amount	\$58,650	Amount	\$58,650
Source	LCFF Base, Repeat Expense	Source	LCFF Base, Repeat Expense	Source	LCFF Base, Repeat Expense
Budget Reference	5000-5999	Budget Reference	5000-5999	Budget Reference	5000-5999

New
 Modified
 Unchanged

Goal 3

Effectively reduce the number of school-based expulsions, suspensions and discipline referrals.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL _____

Identified Need

To increase positive incentive opportunities and preventative measures in order to decrease behavior referrals, suspensions and expulsions in both middle and high school programs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student behavior and discipline logs/Calpads data	2016/17 discipline records	The rate of expulsions, suspensions and referrals will be reduced by 3% over the next 3 years.	The rate of expulsions, suspensions and referrals will be reduced by 3% over the next 3 years	The rate of expulsions, suspensions and referrals will be reduced by 3% over the next 3 years.
Student behavior and discipline logs/Calpads data	2016/17 discipline records	The rate of in-school behavior referrals will be reduced by 5% over the next 3 years	The rate of in-school behavior referrals will be reduced by 5% over the next 3 years	The rate of in-school behavior referrals will be reduced by 5% over the next 3 years

Action **1**

Reduce the number of school-based expulsions, suspensions and discipline referrals.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New X Modified Unchanged	New X Modified Unchanged	New X Modified Unchanged
<ul style="list-style-type: none"> Implement a school wide revised discipline plan designed by school administration – train all staff Provide teachers and grade level advisors professional development on classroom management Release teachers to work directly with school administration in developing classroom and individual development plans Implement more effective advisory curriculum Utilize behavior incentives Use of field trip incentives in each grade level Monitor at-risk student groups with behavior referrals 	<ul style="list-style-type: none"> Implement a school wide revised discipline plan designed by school administration – train all staff Provide teachers and grade level advisors professional development on classroom management Release teachers to work directly with school administration in developing classroom and individual development plans Implement more effective advisory curriculum Utilize behavior incentives Use of field trip incentives in each grade level Monitor at-risk student groups with behavior referrals 	<ul style="list-style-type: none"> Implement a school wide revised discipline plan designed by school administration – train all staff Provide teachers and grade level advisors professional development on classroom management Release teachers to work directly with school administration in developing classroom and individual development plans Implement more effective advisory curriculum Utilize behavior incentives Use of field trip incentives in each grade level Monitor at-risk student groups with behavior referrals

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$203,105	Amount	\$203,105	Amount	\$203,105
Source	LCFF Base (partial repeat Expense)	Source	LCFF Base (partial repeat Expense)	Source	LCFF Base (partial repeat Expense)
Budget Reference	1000-1999, 2000-2999, 4000-4999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 4000-4999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 4000-4999, 5000-5999

New Modified Unchanged

Goal 4

Maintain high levels of on-time attendance in both middle and high school programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Identified Need

To increase positive incentive programs, and preventative measures, in order to increase ADA and maximize on-time attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduction in absences per week for each grade level as monitored in infinite campus.	2016/17 attendance rates as recorded in Calpads, Infinite campus and Grade Level Advisors monitoring practices	On-time attendance rates for NWC middle and high school programs will increase by 2% over the next three years. \	On-time attendance rates for NWC middle and high school programs will increase by 2% over the next three years.	On-time attendance rates for NWC middle and high school programs will increase by 2% over the next three years.

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** **Maintain high levels of on-time attendance in both middle and high school programs.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> School wide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	New Modified X Unchanged	New Modified X Unchanged
<p>Monitor student attendance via Infinite Campus portal by NWC Administration via weekly reports</p> <p>Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator</p> <p>Grade level advisors monitoring students attendance and implementing attendance incentives</p> <p>Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees</p>	<p>Monitor student attendance via Infinite Campus portal by NWC Administration via weekly reports</p> <p>Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator</p> <p>Grade level advisors monitoring students attendance and implementing attendance incentives</p> <p>Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees</p>	<p>Monitor student attendance via Infinite Campus portal by NWC Administration via weekly reports.</p> <p>Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator</p> <p>Grade level advisors monitoring students attendance and implementing attendance incentives</p> <p>Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$72,245	Amount: \$72,245	Amount: \$72,245
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 1000-1999, 2000-2999, 5000-5999	Budget Reference: 1000-1999, 2000-2999, 5000-5999	Budget Reference: 1000-1999, 2000-2999, 5000-5999

New Modified Unchanged

Goal 5

Increase and strengthen parental support, stakeholder, and community engagement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Improve and increase community engagement with all key stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		The percentage of family, stakeholder, community and fundraising events will increase by 5% over the next three years	The percentage of family, stakeholder, community and fundraising events will increase by 5% over the next three years	The percentage of family, stakeholder, community and fundraising events will increase by 5% over the next three years
		The percentage of family, stakeholder, and community fundraising events in support of extending NWC music, art,	The percentage of family, stakeholder, and community fundraising events in support of extending NWC music, art,	The percentage of family, stakeholder, and community fundraising events in support of extending NWC music, art,

		dance, athletics programs will increase by 5% over the next three years	dance, athletics programs will increase by 5% over the next three years	dance, athletics programs will increase by 5% over the next three years
		The percentage of parents and families participating in NWC school sponsored events will increase by 5% over the next three years.	The percentage of parents and families participating in NWC school sponsored events will increase by 5% over the next three years.	The percentage of parents and families participating in NWC school sponsored events will increase by 5% over the next three years.

- Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals
Provide funds for athletics transportation

- administration
- Provide greater individual family meetings with school administration team
 - Identify individual parent liaison with Brockton Elementary
 - Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities.
 - Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals
 - Provide funds for athletics transportation

- Elementary
- Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities.
 - Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals
Provide funds for athletics transportation

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$167,891	Amount	\$167,891	Amount	\$167,891
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	1000-1999, 2000-2999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 5000-5999

Action 2 Increase parental involvement in both middle and high school.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	New Modified X Unchanged	New Modified X Unchanged
<ul style="list-style-type: none"> Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator Improved school website providing easy access to increased information Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs Providing parent classes for students in the NWCHS and transitioning into the 9th grade Summer bridge and Spring into NWC events planned for families joining NW for the first time 	<ul style="list-style-type: none"> Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator Improved school website providing easy access to increased information Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs Providing parent classes for students in the NWCHS and transitioning into the 9th grade Summer bridge and Spring into NWC events planned for families joining NW for the first time 	<ul style="list-style-type: none"> Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator Improved school website providing easy access to increased information Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs Providing parent classes for students in the NWCHS and transitioning into the 9th grade Summer bridge and Spring into NWC events planned for families joining NW for the first time

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$76,394</p> <p>Source LCFF Base, (Partial Repeat Expense)</p> <p>Budget Reference 2000-2999, 4000-4999, 5000-5999</p>	<p>Amount \$76,394</p> <p>Source LCFF Base, Partial Repeat Expense</p> <p>Budget Reference 2000-2999, 4000-4999, 5000-5999</p>	<p>Amount \$76,394</p> <p>Source LCFF Base, Partial Repeat Expense</p> <p>Budget Reference 2000-2999, 4000-4999, 5000-5999</p>

New

Modified

Unchanged

Goal 6

Maintaining the Strength of the Faculty.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Recruit, retain, and retrain the best teachers. Increase in the number of qualified applicants for teaching positions, especially for hard to staff positions, and fill them with high quality instructors.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of student teaching agreements established with NWC	Credential program provider agreements	Increase outreach to credential program providers and universities to encourage more student-teacher placement at NWC.	Increase outreach to credential program providers and universities to encourage more student-teacher placement at NWC.	Increase outreach to credential program providers and universities to encourage more student-teacher placement at NWC.
	2017/18 DH and GLA positions operational	Increase access for leadership options at grade and department level positions Increase faculty positions commensurate with increasing student needs	Increase access for leadership options at grade and department level positions Increase faculty positions commensurate with increasing student needs	Increase access for leadership options at grade and department level positions Increase faculty positions commensurate with increasing student needs
2017-18 salary benefit allocations	2017-18 salary benefit comparisons with similar size schools	Ensure competitive salary and benefit packages are available to staff to help sustain longevity and stability for students	Ensure competitive salary and benefit packages are available to staff to help sustain longevity and stability for students	Ensure competitive salary and benefit packages are available to staff to help sustain longevity and stability for students

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** **Retain the best teachers possible.**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Increase the quantity of leadership opportunities for teachers and the quality of compensation for them: The NWC Governance Council will allocate resources of revenue and allocate it for stipends for teachers who assume leadership roles as determined by administration.</p> <p>Increase compensation for veteran teachers with longevity pay: The NWC Governance Council will find new sources of revenue and allocate it for increased salary and benefits packages targeted at experienced teachers who have been with New West for multiple years.</p> <p>Increase the frequency of faculty and staff events to foster a greater sense of community: Administrators will schedule and lead multiple community building events to promote a sense of belonging and togetherness amongst the staff and faculty members.</p>	<p>Increase the quantity of leadership opportunities for teachers and the quality of compensation for them: The NWC Governance Council will allocate resources of revenue and allocate it for stipends for teachers who assume leadership roles as determined by administration.</p> <p>Increase compensation for veteran teachers with longevity pay: The Governance Council will find new sources of revenue and allocate it for increased salary and benefits packages targeted at experienced teachers who have been with New West for multiple years.</p>	<p>Increase the quantity of leadership opportunities for teachers and the quality of compensation for them: The NWC Governance Council will allocate resources of revenue and allocate it for stipends for teachers who assume leadership roles as determined by administration.</p> <p>Increase compensation for veteran teachers with longevity pay: The Governance Council will find new sources of revenue and allocate it for increased salary and benefits packages targeted at experienced teachers who have been with New West for multiple years.</p> <p>Increase the frequency of faculty and staff events to foster a greater sense of community: Administrators will schedule and lead multiple community building events to</p>

	Increase the frequency of faculty and staff events to foster a greater sense of community: Administrators will schedule and lead multiple community building events to promote a sense of belonging and togetherness amongst the staff and faculty members.	promote a sense of belonging and togetherness amongst the staff and faculty members.
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$196,200	\$196,200	\$196,200
Source	LCFF Base, partial repeat expense	LCFF Base, partial repeat expense	LCFF Base, partial repeat expense
Budget Reference	1000-1999, 2000-2999	1000-1999, 2000-2999	1000-1999, 2000-2999

Action 2 Retrain the best teachers possible.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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 Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Gather “best practices” externally from conferences and trainings for teachers: The Governance Council and administrators will increase the amount of funding for teachers to attend conferences and learn from trainings outside of New West, especially in the summer months.

Spread “best practices” internally from teacher to teacher on campus: Administrators will encourage and schedule teachers to lead professional development sessions on a regular basis to ensure that “best practices” are shared, implemented, and reflected upon.

Foster innovative thinking about curriculum, instruction, and assessments through peer observations: Teachers will select, regularly observe, and provide feedback to “partner teachers” (in addition to the mentorship already provided by grade-level advisors and department chairs) to gain new ideas and feedback to improve their practice.

Gather “best practices” externally from conferences and trainings for teachers: The Governance Council and administrators will increase the amount of funding for teachers to attend conferences and learn from trainings outside of New West, especially in the summer months.

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Foster innovative thinking about curriculum, instruction, and assessments through peer observations: Teachers will select, regularly observe, and provide feedback to “partner teachers” (in addition to the mentorship already provided by grade-level advisors and department chairs) to gain new ideas and feedback to improve their practice.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$268,637	Amount	\$268,637	Amount	\$268,637
Source	LCFF Base, Educator Effectiveness Grant, (partial repeat expense)	Source	LCFF Base, (partial repeat expense)	Source	LCFF Base, (partial repeat expense)
Budget Reference	1000-1999, 2000-2999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 5000-5999	Budget Reference	1000-1999, 2000-2999, 5000-5999

New

Modified

Unchanged

Goal 7

Maintain a safe, clean, healthy and educationally productive environment ensuring high standards of school cleanliness and facility maintenance.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Based on general observations, maintenance records will yield evidence of on-going up-keep of facilities, resulting in a safe, positive learning environment for all students.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner

Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner

Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner

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** **Maintain efficient custodial and support staff to ensure school facilities are well maintained and any necessary repairs will be addressed in a timely manner.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Maintain/Increase staff responsible for maintaining facilities Purchase equipment and materials necessary for maintenance of building structure and outdoor areas Replace/add furniture and equipment as needed Update and maintain school Wi-Fi and network Maintain staff responsible for technology 	<ul style="list-style-type: none"> Maintain/Increase staff responsible for maintaining facilities Purchase equipment and materials necessary for maintenance of building structure and outdoor areas Replace/add furniture and equipment as needed Update and maintain school Wifi and network Maintain staff responsible for technology 	<ul style="list-style-type: none"> Maintain/Increase staff responsible for maintaining facilities Purchase equipment and materials necessary for maintenance of building structure and outdoor areas Replace/add furniture and equipment as needed Update and maintain school Wifi and network Maintain staff responsible for technology

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$247,134	Amount	\$247,134	Amount	\$247,134
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	2000-2999, 4000-4999, 5000-5999, 9420	Budget Reference	2000-2999, 4000-4999, 5000-5999, 9420	Budget Reference	2000-2999, 4000-4999, 5000-5999, 9420

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 278,520

Percentage to Increase or Improve
Services:

4.37 %

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](#)).

Local Control and Accountability Plan and Annual Update Template 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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?