

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
New West Charter School	Sharon Weir, Executive Director	sweir@newwestcharter.org ; 310-943-5444

2017-20 Plan Summary

The Story

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

The School Community (edited version for the 2019/20 LCAP)

New West Charter School of Los Angeles was a charter school in transition during the school years of 2012 thru 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.

Most recently New West congratulated their fourth graduating class on their many accomplishments on June 8th 2018 at UCLA.

In August 2018, New West opened it's third program under their charter petition – New West Charter Plus (NWC+) is a hybrid online/in-class independent study program for high school students looking for a high quality alternative to the traditional classroom based high school.

In January 2019, New West operated their 6th and 7th grade program from a newly renovated Pico Campus while continuing to operate 8-12th grade, and NWC+ at the existing Armacost campus.

New West serves a total of 875 students from 75 zip codes across an incredibly diverse urban landscape in Los Angeles. Current demographics are; 50% minority students which comprise of 28.3% Latino, 5.5% African American, 7.0% Asian,

8.0% Other and 51.2% Caucasian students. In addition, 26% of our students are socio-economically disadvantaged (according to recent income surveys) and 11% of our student body qualifies for special education services through an individual education plan (IEP), 7.4 % 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 policy and practices that reaches 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.

New West will focus on the following 8 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. Continue to expand the blended online learning program for high school – New West Charter Plus (NWC +)
5. Further developing school culture and climate.
6. Maintaining the strength of their faculty within three programs and spread over two school sites.
7. Expanding opportunities for parental and community involvement.

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

Greatest Progress

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:

- Fall 2018 Dashboard Greatest Progress:
- *NWC has maintained overall progress in ELA Status Level (grade six through grade eight) for all pupils, socioeconomically disadvantaged, Hispanic, African American students and White pupils.
-
- In Mathematics Status Levels (grade 6 through grade 8) improvement has continued for all pupils, two or more races, Hispanic, and White pupils;
-
- The School Performance Overview indicates overall for grades 6 through grade 8 that ELA status is very high at 54.6 points above level 3 which has increased 3.1 points.

- The School Performance Overview indicates overall for Math grades 6 through 8 the status is high at 14.3 points above level 3 which has maintained with -1
- 2019 SAT overtime
- 2019 PSAT overtime
- Physical fitness test results for 7th and 9th grade
- New West High School Graduation rate for the class of 2019
- New West senior class college acceptances for graduating seniors for the Class of 2019
- Over \$1MM Scholarships and financial aid awarded to graduating seniors for the class of 2019
- 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
- School Climate indicators and parental and community focus groups

Referring to the California School Dashboard, 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

*Priority 4 (Pupil Achievement)—the ELA/literacy and mathematics academic indicators, which measure pupil progress on statewide assessments for all pupils in grade three through grade eight and/or grade eleven with valid scores, the 2019 CAASPP test results for ELA/literacy and mathematics for grade eleven, and English Learner (EL) and students with disabilities

Summary of 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
- Employ an EL teacher to support MS and HS
- 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 in all courses
- Provide further choices in HS for students who are not succeeding in a traditional class-based setting.
- Offer high school options for 8th grade students transitioning into 9th grade.
- Continue to expand college and career readiness
- Suspension and expulsion rates for middle and high school

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 California School Dashboard, 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

2018-19 Dashboard Identified Needs:

- *Dashboard Need Minor change level decline in ELA and Math (grade eleven)*
- *Minor change level decline in Math (7th grade)*
- *NWC was assigned Orange in ELA for; EL students, students with disabilities*
- *NWC was assigned Orange in Math for students with; disabilities, socio-economically disadvantaged, Hispanic*

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018-2019

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

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 Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

All NWC students will demonstrate a 5% increased achievement in English language arts and mathematics

Achieved – increase in ELA and Math based on the 2019 Dashboard

EL, RFEP, SPED students monitored using START program to ensure adequate yearly progress increase of 3% each year.

Partially Achieved – monitoring practices were successful however not all EL, RFEP or SPED students made 3% progress

Increase of 3% in 2 and 4 year college acceptances for the class of 2019

Achieved – 100% of Graduating seniors NW students were accepted into a institute of higher learning in either a 2 or 4 year college.

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 – to include credit recovery options and summer school classes provided by NWC

Achieved – All NW HS students were provided with support to meet A-G requirements. Specific, sustained and targeted support including credit recovery and summer school was offered to all under-performing 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: Improve learning outcomes for African American and Latino students.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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. 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. 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 throughout the school year. 	<ul style="list-style-type: none"> All teachers added African and Latino American students to their internal tracking sheets on Infinite campus to monitor and support their academic performance throughout the school year. Additional, professional development was provided to teachers to help support strategies for students of color contribute more affectively in class. The ELA department purchased specific resources to support inclusion in all courses from 6-12th grade. 	<p>\$205,392</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 4000-4999</p>	<p>\$205,273</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 4000-4999, 5000-5999</p>

Action 2: Improve learning outcomes for English Language Learners.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> EL students were monitored for adequate yearly progress using Infinite campus. Individual academic counseling was provided during teacher office hours Spanish speaking back-to-school events were provided throughout the school year The NW website was upgraded to include the opportunity for all information to be translated into Spanish and other foreign 	<p>\$369,896</p> <p>LCFF & S&C</p> <p>1000-1999, 2000-2999, 3000-3999, 5000-5999</p>	<p>\$376,780</p> <p>LCFF & S&C</p> <p>1000-1999, 2000-2999, 3000-3999, 5000-5999</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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. 	<p>languages.</p> <ul style="list-style-type: none"> • EL support strategies were provided throughout the school year for all subjects and grades. • NW hired an EL coordinator to support general education teachers 		

Action 3: Improve learning outcomes for Socioeconomically Disadvantaged students.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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: • 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. • 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. 	<ul style="list-style-type: none"> • Socio-economically disadvantaged students were monitored for adequate yearly progress on Infinite campus. • Individual academic counseling was provided during teacher office hours • Additional technology was made available throughout the school year for socio-economically disadvantaged students 	<p>\$165, 739</p> <p>LCFF S&C</p> <p>1000-1999, 2000-2999, 3000-3999, 5000-5999, 9440</p>	<p>\$165,752</p> <p>LCFF S&C</p> <p>1000-1999, 2000-2999, 3000-3999, 5000-5999, 9440</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> English and math teachers ensured equitable attention and support for male and female students in all classes Specific academic performance monitoring related to gender was evident in departments and grade levels. 	<p>\$183, 448</p> <p>LCFF Base</p> <p>1000-1999, 3000-3999,</p>	<p>\$188,550.15</p> <p>LCFF Base</p> <p>1000-1999, 3000-3999,</p>

Action 5: Improve learning outcomes for students with IEP’s and 504s.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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 Ensure that all Section 504s plans implemented in every 	<ul style="list-style-type: none"> High quality special education teachers and specialized support were available. In addition, NWC also provide an effective teacher –student ratio 	<p>\$597, 984</p> <p>AB602, IDEA, LCFF Base</p>	<p>\$674,497</p> <p>AB602, IDEA, LCFF Base</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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> <ul style="list-style-type: none"> 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. Teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum. 	<p>to meet the specific needs of students with disabilities</p> <ul style="list-style-type: none"> All Section 504 plans were implemented in every class and updated as necessary. Grade Level Advisors and Department Chairs closely monitored in-progress grades with class teachers, students, and parents to ensure on-going appropriate support was provided. All IEP's were adequately implemented and appropriately recorded via SEIS. Administrators and Special Education teachers monitored in-progress grades and checked with teachers, students, and parents for to ensure annual goals were met. Teachers provided extensive individual time with students who had IEP's to ensure full access to curriculum. 	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</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.

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

PARTIALLY ACHIEVED: 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.

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

Continued need to focus on the achievement of SPED, Socio-economically disadvantaged and EL students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NONE

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.

Provide additional staff resources and more targeted intervention

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 Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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.

Achieved - 100% of NWC students has access to a rigorous CCSS aligned curriculum in all classes

All NWC students will demonstrate increased achievement in English language arts and mathematics

Achieved - Overall NWC (all students) cohort increased (ELA) and increased significantly (Math) in the state achievement tests as identified in the 2019 CA Fall Dashboard

Expected

Actual

Common Core State Standards that are established will be fully implemented in a classes. *(state priority 2 – implementation of common core state standards)*

Achieved – Fully CCSS implemented

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: Make the curriculum more challenging and personalized.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus: 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. 	<ul style="list-style-type: none"> In HS scholarship awards were created for all core subjects. Department meetings held regularly focused on increasing rigor, instruction and assessment. A variety of study options were made available including independent study and online learning opportunities for students. Partnership programs were established with SMC 	<p>\$156, 239</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 3000-3999</p>	<p>\$157,239</p> <p>LCFF Base</p> <p>1000-1999, 3000-3999</p>
<ul style="list-style-type: none"> Establish rigorous standards for each department to ensure vertical articulation via on-going professional development: 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). 	<p>Teachers were provided additional time for on-going professional to help overall improve assessment related to mastery, benchmark assessments and the introduction of SBAC interim assessment format.</p>	<p>Additional release days for teachers</p>	
<ul style="list-style-type: none"> Establish programs to diversify New West's offerings to students with different needs: Providing a wider variety of programs to serve the 			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
diverse needs of students in the area, such as independent study, on-line options and partnership programs to meet the learning needs of all.			

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 be 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 SBAC interim assessments will be 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 	<p>Teachers were provided additional time for on-going professional to help overall improve assessment related to mastery, benchmark assessments and the introduction of SBAC interim assessment format.</p> <p>Teachers were released to attend PD and conferences to support differentiation in instruction</p>	<p>\$65, 785</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 3000-3999</p>	<p>\$65, 785</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 3000-3999, 5000-5999</p>

Action 3: Measuring college and career readiness via a NWC alumni database, sustain high graduation rates and maintain relationships with college and career providers.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> 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 	<p>Alumni association was further developed , along with opportunities for former NW graduates to participate in alumni panels.</p> <p>Newsletters and surveys will be initiated in</p>	<p>\$58,650</p> <p>LCFF Base, Repeat</p>	<p>\$56,470</p> <p>LCFF Base, Repeat</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will include detailed contact information, college choices, and career goals.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>June 2019 for the alumni group.</p>	<p>Expense</p> <p>5000-5999</p>	<p>Expense</p> <p>5000-5999</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.

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

ACHIEVED: Developing an Identity Built on Academic Rigor and Individuality. 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.

Highly effective as the goal was primarily achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Full budget was expended

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.

N/A

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

The rate of expulsions, suspensions and referrals will be reduced by 3% over the next 3 years.

Not Achieved - Due to an increase with issues related to “vaping” the suspension rates were not reduced in the 2017-18 school year

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

Achieved - Revised discipline plan was implemented along with increased behavior incentives, improved advisory classes and closer monitoring of at-risk student groups.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 	Revised discipline plan, the addition of the fourth administrator at the HS level, increased advisory curriculum materials, field trip incentives,	\$203,105 LCFF Base (PARTIAL REPEAT EXPENSE) 1000-1999, 2000-2999, 4000-4999, 5000-5999	\$214,297 LCFF Base (PARTIAL REPEAT EXPENSE) 1000-1999, 2000-2999, 4000-4999, 5000-5999

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.

NOT ACHIEVED: Effectively reduce the number of school-based expulsions, suspensions and discipline referrals.

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

Although the actions were impactful there remained further issues related to drug and vaping use by high school students

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.

Providing continued student support and training with UCLA to avoid a continued decrease in suspensions and discipline referrals.

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 Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

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

Actual

PARTIALLY ACHIEVED

Monitoring of student attendance via Infinite Campus portal by NWC Administration via weekly reports – Achieved

A revised internal NWC absence and tardy procedure helped consistent monitoring of all students – Achieved

Grade level advisors monitored students attendance and implemented attendance incentives – Achieved

Parent meetings were in-consistently scheduled to ensure on-going monitoring with chronic absentees – Not Consistently Achieved

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Monitor student attendance via Infinite Campus portal by NWC Administration via weekly reports Revise NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator Grade level advisors monitoring students attendance and implementing attendance incentives Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees 	<p>Additional office personnel assigned to monitor attendance and tardy</p> <p>Use of infinite campus to track and monitor attendance</p>	<p>\$72,745</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 5000-5999</p>	<p>\$79,844.30</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999</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.

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

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

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

Overall maintained a high level of on-time attendance, but not unilaterally achieved at each grade level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

N/A

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5,

Local Priorities:

Annual Measurable Outcomes

Expected

The percentage of family, stakeholder, community and fundraising events will increase by 5% over the next three years

Actual

PARTIALLY ACHIEVED

- Identify a middle and high school parent coordinator – Not Achieved
- Increase parental access to NWC Governance Council parent representation – Achieved
- Offer bi-monthly events with administration - Not Achieved
- Update and modify communications via professional communications vendor – Achieved
- Provide individual grade level back to school nights – Achieved
- Provide high-school specific advisory and college and career meetings with the school counselor and administration
- Provide greater individual family meetings with school administration team – Achieved
- Identify individual parent liaison with Brockton Elementary – Not Achieved
- Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities. – Achieved

Expected

Actual

	<ul style="list-style-type: none"> • Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator – Achieved • Improved school website providing easy access to increased information – Achieved • Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs – Not fully Achieved • Providing parent classes for students in the NWCHS and transitioning into the 9th grade – Achieved Summer bridge and Spring into NWC events planned for families joining NW for the first time – Achieved
--	---

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: Increase and strengthen stakeholder and community engagement, including fundraising.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Identify a middle and high school parent coordinator • Increase parental access to NWC Governance Council parent representation • Offer bi-monthly events with administration • Update and modify communications via professional communications vendor • Provide individual grade level back to school nights • Provide high-school specific advisory and college and career meetings with the school counselor and administration • Provide greater individual family meetings with school administration team • Identify individual parent liaison with Brockton Elementary • Hire part-time fundraising/grant coordinator to 	<p>Use of Command A to increase more effective communication and support fundraising efforts to parents and key stakeholders</p> <p>Additional use of social media platforms to connect with the wider community</p> <p>Extended support of grant writing experts to help facilitate increased funding</p>	<p>\$167,891</p> <p>LCFF Base</p> <p>1000-1999, 2000-2999, 5000-5999</p>	<p>\$167,891</p> <p>LCFF Base</p> <p>5000-5999</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
increase fundraising outreach opportunities. <ul style="list-style-type: none"> Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals Provide funds for athletics transportation 			

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 	Command A studio communication support 50+ clubs supported on campus Increase in access to college counselors	\$76,394 LCFF Base (Partial Repeat Expense) 2000-2999, 4000-4999, 5000-5999	\$76,671 LCFF Base (Partial Repeat Expense) 2000-2999, 4000-4999, 5000-5999

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.

Partially achieved : Increase and strengthen parental support, stakeholder, and community engagement.

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

Given the expansion over two-campus, specific parent coordinators were not identified

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.

Goal 6

Maintaining the strength of faculty.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Increase outreach to credential program providers and universities to encourage more student-teacher placement at NWC.

Achieved – direct connections made with UCLA, USC, CSUN

Increase access for leadership options at grade and department level positions
Increase faculty positions commensurate with increasing student needs.

Achieved – Additional grade level and department heads appointed to support further growth

Ensure competitive salary and benefit packages are available to staff to help sustain

Achieved – Teacher Salary table increased to be commensurate with both local

Expected

Actual

longevity and stability for students

districts and similar sized charter schools

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: Retain the best teachers possible.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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. • 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. • 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>Revenue identified for increased stipend pay</p> <p>Maintained high quality benefits package for all staff and increase options available</p> <p>Additional team and community building events created through pupil free days</p>	<p>\$196,200</p> <p>LCFF Base (partial repeat expense)</p> <p>1000-1999, 2000-2999,</p>	<p>\$196,200</p> <p>LCFF Base (partial repeat expense)</p> <p>1000-1999, 2000-2999,</p>

Action 2: Retrain the best teachers possible.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Gather “best practices” externally from conferences and trainings for teachers: The Governance Council 	<p>Increase in conference attendance for all math, science, VAPA and</p>	<p>\$268,637</p>	<p>268,637</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>history department</p> <p>Increased opportunity for release days to foster best practice class visits for new and beginning teachers</p> <p>substitutes</p>	<p>LCFF Base, Educator Effectiveness Grant, (partial repeat expense)</p> <p>1000-1999, 2000-2999, 5000-5999</p>	<p>LCFF Base, Educator Effectiveness Grant, (partial repeat expense)</p> <p>1000-1999, 2000-2999, 5000-5999</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.

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

ACHIEVED: Maintaining the strength of faculty.

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

All identified goals were subsequently achieved

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

N/A

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 Priorities: 1

Local Priorities:

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 	<p>Added and facilities manager and additional custodial staff to support a three program, two-campus organization</p> <p>Added extensive new furniture and facility resources to Pico site</p> <p>Increase technology infrastructure in both Pico and Armacost site</p>	<p>\$247,134</p> <p>LCFF Base</p> <p>2000-2999, 4000-4999, 5000-5999, 9420</p>	<p>\$253,668.32</p> <p>LCFF Base</p> <p>2000-2999, 3000-3999, 5000-5999, 9420</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.

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

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

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

Overall despite some very challenging circumstances in expansion, our facilities were maintained and kept in excellent order throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NONE

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.

N/A

Stakeholder Engagement

LCAP Year: **2018-2019**

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

New West is committed to the process of meaningful stakeholder engagement as an integral part of developing an effective LCAP. Extensive opportunities to engage in the annual review and goals actions and services was facilitated in the following contexts:
Staff development and Leadership team meetings: 9/5/18, 10/3/18, 11/7/19, 12/5/19, 1/9/19, 2/6/19, 3/6/19, 4/3/19, 5/1/19, 6/5/19

Governance council meetings with direct parents involvement: **9/12/17, 11/28/17, 12/12/17 2/13/18, 3/13/18, 5/29/18, 6/11/18**

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 relevant perspective on the effectiveness of key goals. In addition, stakeholder consultations helped further develop a plan for the students with the most significant needs at New West which will be further reflected on the 2019-20 goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Closing Achievement Gaps to Serve All Students:

(1) Effectively strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and be career ready. (2) All teachers will be appropriately assigned in accordance with section 44258.9 and fully credentialed as defined by the CA Commission on Teaching Credentialing

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,4,5

Local Priorities:

Identified Need:

To increase the overall percentage of students on track to graduate college and become career ready.

To ensure all teachers are appropriately credentialed

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

<p>CA CTC Credential Authorizations NWC Internal Tracking System – START 2018 CAASP results in ELA and Math</p>	<p>2017/18 CAASP results in ELA/Math Student Achievement levels recorded per core and elective classes identified in START ending June 2018.</p>	<p>All NWC students will demonstrate a 5% increased achievement in English language arts and mathematics.</p>	<p>All NWC students will demonstrate a 5% increased achievement in English language arts and mathematics.</p>	<p>100% of teachers hold a valid CA credential for the subject they teach. NWC students will increase one-level SBAC performance band in achievement band within 2 years in English language arts and mathematics. <i>*START replaced by Infinite Campus</i></p>
<p>NWC Internal Tracking System START, CAASP results</p>	<p>2017/18 CAASP results in ELA/Math Number and % of sub-groups achieving above average GPA’s and scores on standardized tests</p>	<p>EL, RFEP, SPED students monitored using START program to ensure adequate yearly progress increase of 3% each year.</p>	<p>EL, RFEP, SPED students monitored using START program to ensure adequate yearly progress increase of 3% each year.</p>	<p>EL, RFEP, SPED students monitor using IC program to ensure adequate yearly progress will increase one-level SBAC performance band in achievement band within 2 years in English language arts and mathematics. <i>*START replaced by Infinite Campus</i></p>
	<p>College Graduation and College an Career Acceptance Rates for the class of 2017</p>	<p>Increase of 3% in 2 and 4 year college acceptances for the class of 2018</p>	<p>Increase of 3% in 2 and 4 year college acceptances for the class of 2019</p>	<p>Increase of 2% in 2 and 4 year college acceptances for the class of 2020</p>
<p>Range and access to A-G courses available to all students</p>	<p>2017-18 NWC Master schedule Credit recovery course options</p>	<p>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</p>	<p>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-</p>	<p>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</p>

students – to include credit recovery options and summer school classes provided by NWC

performing students – to include credit recovery options and summer school classes provided by NWC

students – to include credit recovery options and summer school classes provided by NWC

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:

Students to be Served:

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

Location(s):

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

Specific Student Group

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

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.

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.

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 throughout the school year.

2018-19 Actions/Services

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.

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.

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 throughout the school year.

2019-20 Actions/Services

100% of students will have access to standards aligned materials and additional materials where necessary

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.

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.

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 throughout the school year.

Budgeted Expenditures

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

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- EL students monitored using IC 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, and intensive, small group language support provided during the school day for all EL, RFEP students to ensure on track for promotion/graduation.

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

- 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.

2019-20 Actions/Services

- 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.
- Include an additional tutoring support service via “Grade slam” a customized and individual tutoring program
- Increase the EL coordinator support availability and time spent in small group and individual instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$369,896	\$369,896	\$419,896
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999, 2000-2999, 3000-3999, 5000-5999	1000-1999, 2000-2999, 3000-3999, 5000-5999	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:

Students to be Served:

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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:

Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific

2018-19 Actions/Services

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:

Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific

2019-20 Actions/Services

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:

Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

subgroups throughout the school year.

Provide increased access to tutoring, technology and small group intensive support groups during the school day 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

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

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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 girls math teachers will pay special attention to boys and 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

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$183,448	\$183,448	\$183,448
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999, 3000-3999	1000-1999, 3000-3999	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:

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

Students with disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

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

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.

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

2018-19 Actions/Services

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

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.

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

2019-20 Actions/Services

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

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.

Ensure that all IEPs are being adequately implemented in every class and updated as necessary: And adequate number of Administrators and Special Education teachers and employed and 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.

Add additional support staff and para-professional staff to provide more small group and one to one instruction.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

RSP teachers will focus teaching on test taking strategies and incorporate more “SBAC style” questions into their summative assessments.

General education and RSP teachers will collaborate during PD sessions to identify specific achievable goals for students within the framework of SBAC

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$597,984	\$183,448	\$183,448
Source	AB602, IDEA, LCFF Base	AB602, IDEA, LCFF Base	AB602, IDEA, LCFF Base
Budget Reference	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999

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

Modified Goal

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 Priorities: 2,4,7

Local Priorities: [List Local Priorities here]

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 output 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	All NWC students will demonstrate increased achievement in English language arts and mathematics	All NWC students will demonstrate increased achievement in English language arts and mathematics
		Common Core State Standards that are established will be fully implemented in all classes.	Common Core State Standards that are established will be fully implemented in all classes.	Common Core State Standards that are established will be fully implemented in all classes.

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:

Students to be Served:

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

Location(s):

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

Specific Student Group

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:

- 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

2018-19 Actions/Services

Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:

- 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

2019-20 Actions/Services

Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus:

- 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

2017-18 Actions/Services

upon graduation.

Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:

- 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.

2018-19 Actions/Services

upon graduation.

Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:

- 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.

2019-20 Actions/Services

upon graduation.

Establish rigorous standards for each department to ensure vertical articulation via on-going professional development:

- 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.

Budgeted Expenditures

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

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

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

Students to be Served:

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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

2017-18 Actions/Services

- 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
 - SBAC interim assessments will be 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

2018-19 Actions/Services

- 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
 - SBAC interim assessments will be 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

2019-20 Actions/Services

- 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
 - SBAC interim assessments will be 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

Year	2017-18	2018-19	2019-20
Amount	\$65,785	\$65,785	\$65,785
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999, 2000-2999, 3000-3999	1000-1999, 2000-2999, 3000-3999	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:

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

- 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.
- 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.

2018-19 Actions/Services

- 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.
- 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.

2019-20 Actions/Services

- Continue to 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.
- 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

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

- 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.

2019-20 Actions/Services

- opportunities in the future.
- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,650	\$65,785	\$65,785
Source	LCFF Base, Repeat Expense	LCFF Base, Repeat Expense	LCFF Base, Repeat Expense
Budget Reference	5000-5999	5000-5999	5000-5999

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: [List Local Priorities here]

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 1% 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 2% over the next 3 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: **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:

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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

Year	2017-18	2018-19	2019-20
Amount	\$203,105	\$156,239	\$156,239
Source	LCFF Base (partial repeat expense)	LCFF Base (partial repeat expense)	LCFF Base (partial repeat expense)
Budget Reference	1000-1999, 2000-2999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 4000-4999, 5000-5999

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 Priorities: 5,6

Local Priorities: [List Local Priorities here]

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	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 be maintained at 95% within 2019-20

in infinite campus.

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:

Students to be Served:

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

Specific Student Group

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Monitor student attendance via Infinite Campus portal by

2018-19 Actions/Services

Monitor student attendance via Infinite Campus portal by

2019-20 Actions/Services

Monitor student attendance via Infinite Campus portal by

2017-18 Actions/Services

NWC Administration via weekly reports

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

Grade level advisors monitoring students attendance and implementing attendance incentives

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

2018-19 Actions/Services

NWC Administration via weekly reports

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

Grade level advisors monitoring students attendance and implementing attendance incentives

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

2019-20 Actions/Services

NWC Administration via weekly reports

Update the NWC absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator

Grade level advisors monitoring students attendance and implementing attendance incentives

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

Budgeted Expenditures

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3,8

Local Priorities: [List Local Priorities here]

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 and community fundraising events will increase by 5% over the next three years	The percentage of family, stakeholder and community fundraising events will increase by 5% over the next three years	The percentage of family, stakeholder and community fundraising events will increase by 3 events per semester
		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	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	The percentage of family, stakeholder and community fundraising events in support of extending NWC music, art, dance, athletics programs will increase by 3 events per semester
		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 3 events per semester

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: Increase and strengthen stakeholder and community engagement, including fundraising.

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

Students to be Served:

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

Location(s):

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

	All Schools
--	-------------

OR

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

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

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified</p>
--	--	--

2017-18 Actions/Services

- Identify a middle and high school parent coordinator
- Increase parental access to NWC Governance Council parent representation
- Offer bi-monthly events with administration
- Update and modify communications via professional communications vendor
- Provide individual grade level back to school nights
- Provide high-school specific advisory and college and career meetings with the school counselor and administration
- Provide greater individual family meetings with school administration team
- Identify individual parent liaison with Brockton Elementary
- Hire part-time fundraising/grant coordinator to

2018-19 Actions/Services

- Identify a middle and high school parent coordinator
- Increase parental access to NWC Governance Council parent representation
- Offer bi-monthly events with administration
- Update and modify communications via professional communications vendor
- Provide individual grade level back to school nights
- Provide high-school specific advisory and college and career meetings with the school counselor and administration
- Provide greater individual family meetings with school administration team
- Identify individual parent liaison with Brockton Elementary
- Hire part-time fundraising/grant coordinator to

2019-20 Actions/Services

- Identify a middle, high school and NWC + parent representation on the NWC Governance Council
- Increase parental access to NWC Governance Council parent representation
- Offer semester events with administration
- Update and modify communications via professional communications vendor
- Provide individual grade level back to school nights
- Provide high-school specific advisory and college and career meetings with the school counselor and 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.

2017-18 Actions/Services

- 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

- Improve 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

2018-19 Actions/Services

- 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

2019-20 Actions/Services

- 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
- Ensure online parental portal in SIS so that parents can access and monitor their child’s progress 24-7
- 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 and NWC +events planned for families joining NW for the first time

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount	\$76,394	\$76,394	\$76,394
Source	LCFF Base, Partial Repeat Expense	LCFF Base, Partial Repeat Expense	LCFF Base, Partial Repeat Expense
Budget Reference	2000-2999, 4000-4999, 5000-5999	2000-2999, 4000-4999, 5000-5999	2000-2999, 4000-4999, 5000-5999

Goal 6

Maintaining the Strength of the Faculty.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,7,8

Local Priorities: [List Local Priorities here]

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	Credential program provider agreements	Increase outreach to credential program providers and	Increase outreach to credential program providers and	Increase outreach to credential program providers and universities

agreements established with NWC		universities to encourage more student-teacher placement at NWC.	universities to encourage more student-teacher placement at NWC.	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.

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

Students to be Served:

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

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

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.

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.

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.

2018-19 Actions/Services

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.

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.

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.

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	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	1000-1999, 2000-2999	1000-1999, 2000-2999	1000-1999, 2000-2999

Year	2017-18	2018-19	2019-20
Reference			

Action 2: Retrain the best teachers.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Gather “best practices” externally from conferences and trainings for teachers: The Governance Council and	Gather “best practices” externally from conferences and trainings for teachers: The Governance Council and	Gather “best practices” externally from conferences and trainings for teachers: The Governance Council and

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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. Introduce the “*The 2019-20 New West PD Conference*” where best practices are showcased for beginning and veteran teachers alike.

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

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

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 Priorities: 1

Local Priorities: [List Local Priorities here]

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
		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:

Students to be Served:

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

Location(s):

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

[Empty selection box for Students to be Served]

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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

- 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

- Increase maintenance staff responsible for maintaining facilities at both sites
- 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
- Retain a professional IT company to support responsible technology and related infrastructure across both campuses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$247,134	\$196,200	\$196,2000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999, 4000-4999, 5000-5999, 9420	2000-2999, 4000-4999, 5000-5999, 9420	2000-2999, 4000-4999, 5000-5999, 9420

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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

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

The funds listed above will be used to improve services to unduplicated student groups.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?