School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue San Diego Cooperative Charter School expects to receive in the coming year from all sources.

The total revenue projected for San Diego Cooperative Charter School is $7,351,607, of which $6,268,947 is Local Control Funding Formula (LCFF), $624,519 is other state funds, $273,101 is local funds, and $185,040 is federal funds. Of the $6,268,947 in LCFF Funds, $453,490 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

San Diego Cooperative Charter School plans to spend $7,404,469 for the 2019-20 school year. Of that amount, $5,053,473 is tied to actions/services in the LCAP and $2,350,996 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Major general fund expenditures not included in the LCAP include operating expenses (utilities, maintenance costs) and the programs costs that support the well rounded child such as music, art, dance, PE instruction, extended day program, and outdoor learning.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, San Diego Cooperative Charter School is projecting it will receive $453,490 based on the enrollment of foster youth, English learner, and low-income students. San Diego Cooperative Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Diego Cooperative Charter School plans to spend $642,371 on actions to meet this requirement.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what San Diego Cooperative Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Cooperative Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Diego Cooperative Charter School's LCAP budgeted $248,519 for planned actions to increase or improve services for high needs students. San Diego Cooperative Charter School estimates that it will actually spend $488,147 for actions to increase or improve services for high needs students in 2018-19.
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)

LEA Name     Contact Name and Title     Email and Phone
San Diego Cooperative Charter School     Sarah Saluta Principal     principal@sdccs.org (858) 496-1613

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

San Diego Cooperative Charter School (SDCCS) operates two campuses in two, distinct neighborhoods. SDCCS is built on the foundation of providing a progressive, developmental, child-centered, and constructivist education. In a constructivist classroom, the teacher's role is to observe, note children's interests, to ask probing questions, to encourage intellectual exploration, to experiment, and to provide needed resources in a warm and welcoming classroom environment. In practice, this results in a project-based curriculum built on student interests and student needs. This facilitates the kinds of interactions, explorations, and problem solving that result in knowledge construction and conceptual development. Students learn language arts, mathematics, and science concepts through real-world activities.

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education ignited by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom, included deep learning in all subjects: honoring art, music, and movement (physical education), and where social-emotional learning was a central tenet. With teachers, parents and students working in unison, SDCCS became a success measured by student growth, parent interest, and student engagement & retention.

In 2013, San Diego Cooperative Schools opened SDCCS - Mountain View (SDCCS - MV) and the original school became known as San Diego Cooperative Charter School - Linda Vista (SDCCS - LV).

SDCCS - LV serves 454 children in grades transitional kindergarten through eighth grade, and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment where there is a high level of family engagement, and we continually work to foster this community spirit. We are proud to be an Ashoka Changemaker School.
The SDCCS Mountain View location (SDCCS-MV) currently serves 280 children in grades transitional kindergarten through eighth grade, and is a vibrant community of students, teachers, staff, and families.

The SDCCS community believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS have access to art, music, PE, and dance classes within and outside of the self contained classroom setting. The entire instructional staff is trained in social emotional practices supported by credentialed counselors. In Middle School, students have a diverse selection of elective classes to choose from, including Integrated Math One, Sewing, 3D Art and Multimedia Art, Book Club, Ballroom Dancing, PE, and other choices that foster teamwork and creativity.

In a developmentally based, child centered classroom, educators understand that students progress at different rates and respond to varying instructional strategies and tools. Educators at SDCCS-LV recognize and plan for every learning style and provide an environment for each learner to progress. Lessons are differentiated to meet each child’s needs, whether the student needs additional support or deeper dives into content to inspire continuous educational growth. Teachers, parents, and students collaborate in Goal Setting Conferences to set individual goals for every child. SDCCS fosters an environment where students and their families are vested partners in the child’s education and growth.

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in a variety of volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as a multitude of other volunteer opportunities. Teachers and staff provide educational opportunities for parents and our dynamic PSA organizes community building events. The community spirit of SDCCS is most evident at our “Project Nights” or "Exhibitions" each year, including Humanities Night, STEM Night, PE Night, and Art Night. Student work is displayed in each classroom, as well as hands-on activities for students to share their learning. Families come together in a festive atmosphere to celebrate student-learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school’s learning community. SDCCS currently has a strong working relationship with University of San Diego. Both USD and SDCCS are Ashoka Changemaker schools working to build empathy and move students to action to affect the local and global community. We have an ongoing partnership with UCSD for their Artsbridge program and host 5-10 college students on campus each year. The Associated Student Body (ASB) has collaborated with students from Mesa College to build a Free Little Library. They have participated in food drives, as well as community service projects to benefit local outreach organizations. The goal in ASB is to work within the community to build relationships. It is part of the plan to continue to work and build relationships with in the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates find success in a diverse range of high schools, from charter schools to the International Baccalaureate programs at San Diego High School and Point Loma High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations, and flourish by utilizing the critical thinking and creative problem-solving skills they acquired at SDCCS. These students are well equipped for academic challenges as well as being self-aware young people who have learned self advocacy, and self management.
SDCCS-LV is a thriving community of students and the adults who support them. The school is a well-established learning institution with over 17 years in operation. The staff and administration believe in continuous growth of students, and of the educators who teach them; we are always preparing for the future while keeping our Mission and Vision at the center of our work.

Students enrolled at SDCCS - LV reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county, and have seen our population from the Linda Vista Community rise to nearly 30%. The school is located on a district property at 7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a $28 million reconstruction through Prop 39 and are currently in Phase 1 (planning and permitting) of a planned four-phase project. We are excited to be working with San Diego Unified School District and the Linda Vista community through this project.

Students enrolled at SDCCS - MV reside in many parts of San Diego County, with an enrollment lottery preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county. Around 30% of our MV students reside in the local Mountain View/Greater Logan Heights neighborhood. The school is co-located with a district school on the Bandini campus at the Emerson-Bandini site at 3550 Logan Avenue.

Beginning in the 2018-19 school year, both schools began operating under one CDS code with two campuses (SDCCS- LV and SDCCS - MV).

In January of 2019, all students at SDCCS - MV returned to one SDCCS - MV campus after being split on two campuses for three years.

During the 2019-20 school year, SDCCS will restart the initial WASC process as a single school with two campuses. SDCCS is now structured to operate more efficiently with a laser focus on students for many years to come!

Mission
The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

Vision
We respect that which makes each child unique and promote the cognitive, imaginative, creative, social, emotional, and physical development of all students. In order to provide high quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child’s needs and to enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles as well as strategies for differentiation inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum in order to promote a strong social ethic in our student population. At San Diego Cooperative Charter, all members of the school community work together to promote the success of each learner.

Our staff is highly skilled and supported in their daily effort to refine their craft. We continuously monitor our progress toward achieving our goals in order to ensure that we are effectively utilizing
available financial and human resources to maximize student performance and to exceed district and statewide standards.

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

San Diego Cooperative Charter School is in the third year of a three year LCAP.

SDCCS was created by parents and educators who valued the cooperative / parent participation experience. From our inception SDCCS has been a student centered, developmentally focused, social emotionally rich school.

Our LCAP goals underscore these efforts and our commitment to cultivate empathic and inspired learners.

The SDCCS LCAP Goals expand on these concepts found in the charter document.

1. Increase student achievement for all students and reduce the achievement gap for underperforming students.
2. Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.
3. Provide meaningful opportunities for parents and families to be engaged and involved in student learning.
4. Promote physical and emotional development of students within safe and well-maintained facilities.

**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**
We are proud of our success in cultivating a safe and welcoming culture due to our investment in social/emotional programs and parent involvement. All indicators point to our progress in this area.
This is clearly evident not only from our scores and feedback we received from the LCAP survey and CHK survey but also from our excellent student behavior data. It is further evident from the significant level of parent and student engagement and especially at our community celebrations of student learning, namely: Art Night, Humanities Night, STEM Night, Student Led Conferences, Project Nights, Passion Projects, and 8th Grade Exit Portfolios/Capstone Projects. Students want to be here.

We are also very pleased with our performance in whole child and student-centered learning. Our focus on this has included professional development to advance Universal Design for Learning (UDL) practices, strengthen our constructivist approach, continue our integration of the arts, and support multi-age education. We have honed our ability to focus on individual students to meet each student at their level and provide meaningful opportunities for growth and success. Our practice of teaching to the whole child has led to an academically challenging core program of language arts, math, science, as well as music, art, and physical education.

Significant effort has been made to narrow the performance gap in ELA and Math between our two campuses.

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**

The 2019 CAASPP data shows a persistent performance gap between math and language arts.

SDCCS serves students with disabilities at nearly twice the state average. SDCCS is working to build a continuum of services in an inclusive instructional design to ensure that our students that need a more restrictive environment are able to access it. Our administrative and teacher team have recently received the math data and have started to analyze the CAASPP scores by student group. We have concerns with the performance of EL students in both Math and ELA on the CAASPP.

Unpacking this new data with the mathematics team and analyzing the effect of current practices including the 8th grade integrated math class, the implementation of a site-based math coordinator, ST Math and Next Gen Math use, and our before school pilot program supporting Title I and EL students, will help us make programmatic and instructional adjustments.

Our English Learner program provides support to our EL students through a Structured English Immersion model. Taking into account our full inclusion, constructivist, and multi-age model, we are seeking consultation with EL experts in the field to help us ensure that the development of explicit vocabulary and reading skills are linked to the ELD standards and best practices for second language learners.
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
Looking at the CA Dashboard with 2017-18 academic data, no student group is two or more performance levels below the SDCCS "all students" performance level.

SDCCS has identified the following performance gaps based on CAASPP data: In ELA, the socioeconomically disadvantaged student group scored an average of one level below “all students.” In Math, the students with disabilities group is the only student group that scored an average of one level below “all students.”

Note: Since SDCCS now operates under one CDS code this year, the CA Dashboard does not yet provide combined data for both schools. This should be rectified in the next CA Dashboard update.

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.

N/A

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.

N/A

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.

N/A
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 1**

Increase student achievement for all students and reduce the achievement gap for underperforming students.

State and/or Local Priorities addressed by this goal:

**State Priorities:**
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

**Local Priorities:**

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A. EL performance on CELDT/newly adopted ELPAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 Evaluate student progress in relation to the baseline and identify growth metrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>ELPAC data not released at the time of LCAP development.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
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<tr>
<td>1B. Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate of less than 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 At or below 5% for newly identified Special Education students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Between both campuses we have conducted at least 11 professional development sessions focused on RTI. Our Special Education Identification rate is less than 5%.</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------</td>
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<td>--------</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>3.4% in 2016-2017. 13 newly identified.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1C. We will maintain a Middle School Dropout Rate of 0%</strong></td>
<td>We have maintained a middle school dropout of 0%</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Maintain 0% middle school drop out rate</td>
<td>The combined ADA this year was 94.8%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0% in 2016-2017</td>
<td>We have maintained an 8th grade exit portfolio and capstone pass rate of 100%.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1D. We will aim for an attendance rate of 96% or higher.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>At or above 96% average daily attendance.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>The average daily attendance rate was 94.88% at MV and 95.85 at LV in 2017-2018</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1E. We will maintain an 8th grade exit portfolio / capstone pass rate of 100%.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Remain at or above 100% passing rate.</td>
<td>47.9% of students met or exceeded the standard in ELA and 31.5% in Math</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% in 2016-2017</td>
<td>*These are based on preliminary 2019 CAASPP results</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1F. California Assessment of Student Performance and Progress (CAASPP).</strong> Based on current year performance</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Meet or exceed baseline.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Combined campuses student achievement:</td>
<td></td>
</tr>
</tbody>
</table>
2018-19 Baseline: Students met or exceeded standard 47.9% in ELA and 31.5% in math

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</td>
<td>a. We used NWEA Map testing, CAASPP, Teacher observation, grade level unit assessments and Healthy Kids Survey to allow us multiple measures of progress monitoring.</td>
<td>LCFF, Fed/State Special Education 1000-1999: Certificated Personnel Salaries LCFF $715,200</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $1,294,213</td>
</tr>
</tbody>
</table>
a. Multiple measures used to monitor progress of all students.

b. Teachers and support staff will monitor student progress and implement intervention strategies.

c. Instructional & administrative staff will analyze student data to inform strategic decisions.

d. Identify and work with a university or organization that specializes in mathematical thinking and practices. Co-create an action plan.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provide differentiated professional development for instructional staff to support EL needs of students.</td>
<td>a. We have identified two staff members as EL Coordinators who have developed and helped lead professional development around best practices for English Language Learners.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental $220,651</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration $396,255</td>
</tr>
<tr>
<td>b. EL coordinator will analyze the data to facilitate school wide and team level training.</td>
<td>b. The EL coordinator assists in analyzing the data along with teachers to create targeted support.</td>
<td>2000-2999: Classified Personnel Salaries Title I $26,986</td>
<td>2000-2999: Classified Personnel Salaries Title I $83,726</td>
</tr>
<tr>
<td>c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.</td>
<td>c. Teachers and EL coordinators analyze and create targeted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LCFF 2000-2999: Classified Personnel Salaries LCFF $363,366

3000-3999: Employee Benefits LCFF $304,900

1000-1999: Certificated Personnel Salaries Special Education $330,000

2000-2999: Classified Personnel Salaries Special Education $389,266

2000-2999: Classified Personnel Salaries LCFF $109,653

3000-3999: Employee Benefits LCFF $698,890

1000-1999: Certificated Personnel Salaries Special Education $67,565

2000-2999: Classified Personnel Salaries Special Education $389,266

$363,366

$304,900

$330,000

$389,266

$109,653

$698,890

$67,565

$389,266
d. EL coordinator will develop a parent education program.

supports and interventions to meet the need of all students.

d. District English Learner Advisory Committee meets with parents regularly to discuss student needs and provides resources for ELL parents.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Advisory Committee develops strategic plan to support family school engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plan was created by ELAC to further family school engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000.00 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000.00 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase attendance for students who are chronically absent, utilize protocol developed in 2017-2018 which includes identifying causes of chronic absenteeism, and continue to document use of strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front office staff made contact with families of chronically absent students to assess the cause(s) of the absences. Front office staff worked with families to complete learning contracts and make plans for higher attendance. Administration met with the parents of chronically absent students to make plans for higher attendance and address family concerns. Attendance was addressed at PSA meetings each month, in administrator monthly newsletters, and information was sent to teachers for them to include in their weekly newsletters. Front office staff provided information to parents regarding flu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34,300 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34,300 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,800 2000-2999: Classified Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,800 2000-2999: Classified Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>
season, prevention, and healthy habits. This information was distributed by teachers in their weekly newsletters.

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Coordinator oversees systems of support and works with teacher and admin teams to identify needed professional development to reach consistent, high level of math instruction across grade levels.</td>
<td>Math Coordinator worked with teacher and admin teams to identify needed professional development to strive for consistent and high level of math instruction across grade levels.</td>
<td>$2,000 1000-1999: Certificated Personnel Salaries LCFF</td>
<td>$4,000 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

**Analysis**

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

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

Overall, this year we have increased our attention to the needs of ELL and a school wide focus on Math instruction. These areas have been aligned with and complimented by our RTI professional development giving our teachers the tools to meet every students needs. In addition we have increased our communication around absenteeism and are working closely with families to get their students to school on time.

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

The overall effectiveness of the actions and services is mixed at this time. The strategies and actions that were put in place were the beginning of long-range goals to improve practices at SDCCS that will have lasting change. The schools also devoted resources to combining two LEA's into one school. There are areas of continued strengths, such as our use of RTI to provide interventions to struggling students and referring and qualifying students appropriately for special education. Our 8th-grade portfolio/capstone project has 100% participation and a 100% pass rate; this process is truly a culmination of their time at SDCCS and is evidence for the whole child instruction provided at SDCCS. Our attendance rate is above the state average. However, we did not get to the 96% we were shooting for. This is a stretch goal that we will continue to pursue. Due to combining two schools, the achievement data has been more challenging to assess. We have conducted an initial analysis of the 2019 Preliminary CAASPP data, and did not achieve the expected gains mathematics. When evaluating 3-year data for both sites combined, our overall math achievement has remained
Our ELA analysis concluded that our 3-year data shows a nearly 2% gain. The ELAC has gained momentum and was an effective way to engage parents and families of EL students to provide information to them and obtain their feedback regarding the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Increased expenditures was due to the consolidation of the two charter schools operated by SDCCS to a single CDS code. Prior year expenditures were reported via two separate LCAPs.

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.
SDCCS has increased actions and services to enhance our mathematics CAASPP achievement for all students. We have also identified that the EL student group needs more specialized attention. Making these two areas top priorities, we have added actions and services in Goals 1 and 2. In Goal 1, we have identified an action to work with an EL expert to train staff and plan to enact this on at least 3 separate days in 2019-20. In Goal 2, we plan to focus our UDL instruction with a mathematics emphasis using trainers that are proven in the private or university settings.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 2**

Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities:       |                                                                 |

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A. All core teachers will meet the HQT standards.</td>
<td></td>
<td>All core teachers are certified under what were formerly HQT standards.</td>
</tr>
<tr>
<td>18-19 maintain baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>All core teaching staff meet the HQT standards</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B. Full time certificated staff will receive 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year</td>
<td></td>
<td>All full time certificated staff receive over 60 hours + 2.5 full days of PD provided per year.</td>
</tr>
<tr>
<td>18-19 maintain baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>80 hours PD per year</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have provided 36 hours of PD this school year for Classified IAs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| 2C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year | 18-19 maintain baseline  
Baseline  
36 hours of PD per year |
| 2D. EDP/Other support staff will receive a minimum of 16 hours PD provided per year | 18-19 maintain baseline  
Baseline  
16 hours of PD per year |
| 2E. Instructional staff will have a minimum of 3 hours of planning time per week during regular scheduled school weeks. | 18-19 maintain baseline  
Baseline  
3-4 hours per week of planning time during regular scheduled school weeks. |
| 2F. We will provide on-going UDL training to all core teachers. | 18-19 maintain baseline  
Baseline  
Teachers will receive 15 hours or more of instruction for UDL training and integration into classrooms. |

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
</table>
| 18-19 maintain baseline  
Baseline  
EDP and support staff receive a minimum of 16 hours of PD per year. |  
Instructional staff all have a minimum of 3 hours planning per week. |
|  
We have provided on-going UDL training to support teachers in utilizing the framework when planning lessons and units. |  
|
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services
Schoolwide focus on curriculum development and instructional materials that are aligned to the Common Core standards.

- a. Continue UDL lesson and unit design created collaboratively by multi-grade level teams with feedback provided by the leadership team.
- b. Identify and secure materials and resources for classroom instruction.

#### Actual Actions/Services
a. Provided professional development on UDL to all teachers. All multi-grade level teams used UDL to design unit instruction.

b. Purchased instructional resources aligned to Common Core standards to guide professional development, curriculum, and instruction.

#### Budgeted Expenditures
- 1000-1999: Certificated Personnel Salaries LCFF $21,100
- 4000-4999: Books And Supplies Lottery $33,700

#### Estimated Actual Expenditures
- 1000-1999: Certificated Personnel Salaries LCFF $154,543
- 4000-4999: Books And Supplies Lottery $37,854

### Action 2

#### Planned Actions/Services
The most important factor in student achievement is the quality of the teacher in the classroom.

#### Actual Actions/Services
a. Beginning teachers were enrolled in approved BTSA

#### Budgeted Expenditures
- 1000-1999: Certificated Personnel Salaries LCFF $432,900

#### Estimated Actual Expenditures
- 1000-1999: Certificated Personnel Salaries LCFF $287,140
Teachers must be equipped with resources and utilize a wide range of effective teaching practices to meet the needs of all students.

a. Provide support to beginning teachers through approved BTSA programs.

b. Provide specialized support for intern teachers, special education teachers and counselors.

c. Provide differentiated professional development for all teachers and principals to improve classroom practice.

d. Principals collaborate with staff to provide instructional support to all teachers.

e. Implement the newly designed compensation model to retain and recruit highly skilled teaching staff.

Programs and partnered with a mentor to provide support.

b. Intern teachers were enrolled in an approved program and paired with a mentor teacher for support. Special education staff and counselors across both campuses met to share best practices and participate in professional development.

c. All teachers participated in a minimum of 90 hours per year of professional development to improve classroom practice.

d. Principals met with all age-level teaching teams and observed all teachers to provide instructional support.

e. We did not implement the new compensation model because staff voted against it. Instead, we are working on an alternative model of compensation to retain highly skilled teaching staff.

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective schools create communities of learners that constantly strive to get better. In order to achieve this, schools must provide high-quality, professional development that meets employees at their point of need.</td>
<td>a. Principals meet with all teachers for professional goal setting multiple times per year to align professional development to meet the needs of teaching staff. b. Lead teachers run professional development workshops for</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $55,400</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $87,669</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits LCFF $3,500</td>
<td>3000-3999: Employee Benefits LCFF $27,260</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries LCFF $2,600</td>
<td></td>
</tr>
</tbody>
</table>
a. Principals and teachers collaborate to develop and reflect on professional goals and align professional development accordingly.

b. Identify expert resources from within and outside of the school community to lead professional development sessions.

c. Review professional resources and identify materials to support professional growth.

Teachers participated in Restorative Circle training. K-2nd grade teachers as well as case managers and instructional support staff attended Orton-Gillingham training.

c. Admin reviewed resources to support professional growth for teachers and support staff.

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand specific professional development opportunities for employees who are in positions that serve students with limited resources at the site (counselors, specialist staff, IA's etc.)</td>
<td>Instructional support staff participated in regular professional development and collaborated with case managers and classroom teachers to better support student needs. Counselors and special education staff attended off-site training to increase their knowledge and skills in serving students with limited resources.</td>
<td>5000-5999: Services And Other Operating Expenditures LCFF $1,000</td>
<td>5000-5999: Services And Other Operating Expenditures Title II $15,155</td>
</tr>
</tbody>
</table>

### Analysis

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

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

SDCCS takes extra time to hire quality employees at all levels of the school. All of our core teachers meet HQT standards. Our staff is trained extensively in each area that they work in. Our certificated staff receives high quality differentiated professional development. Our classified staff and other support staff are given trainings to increase individual knowledge and competencies schoolwide. Our
staff collaborates closely in planning lessons that are universally designed to meet all students' needs. Teachers and support staff have continuous and ongoing professional development to support their skills and knowledge of UDL.

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

The focus on curriculum development, common core aligned materials, and Universal Design for Learning (UDL) have supported teachers in meeting the needs of all students. Teachers at all experience levels in our organization are being supported by lead teachers, administration, counselors, and BTSA mentors. Our professional development is driven directly by the needs of both students and teachers. Data is disaggregated annually to identify areas for school-wide growth and improvement. As the number of students with special needs continues to increase, the continued focus and training on universally designed lessons is imperative in meeting the needs of our diverse population. Our Universal Design for Learning (UDL) work has supported student growth in ELA over the past few years when looking at both schools' combined CAASPP scores. More specialized professional development for teachers is needed in mathematics, and we are committed to partnering with a university or other qualified party.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased expenditures was due to the consolidation of the two charter schools operated by SDCCS to a single CDS code. Prior year expenditures were reported via two separate LCAPs. No new compensation model was implemented and instead work has been done to implement an alternative model.

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 2 remains relevant, and since we have combined two schools under one CDS code, we have modified our annual measurable outcomes to fit the needs and metrics for both schools combined. The changes can be found in the annual measurable outcomes, as well as the impacts on the budget in terms of the expenses and costs of both schools working toward our LCAP goals. Adjustments to our professional development include a heightened focus on preparing teachers to deeply and expertly instruct EL students and to receive specialized training on how to support students in the study of mathematics.
**Annual Update**

**LCAP Year Reviewed: 2018-19**

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

**Goal 3**

Provide meaningful opportunities for parents and families to be engaged and involved in student learning.

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priorities:</strong> Priority 2: State Standards (Conditions of Learning)</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong> 3A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.</td>
<td></td>
<td>Our parent volunteer program exceeded 10,000 hours with 17,204 hours logged in 2018-19.</td>
</tr>
<tr>
<td><strong>18-19</strong> Increase to 15,000 of volunteer hours logged by parents from both sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> The combined campus total was 10,575 total parent/guardian and friend volunteer hours in 2017-18</td>
<td></td>
<td>Maintained baseline and increased translation services.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> 3B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong> Maintain baseline and provide translations to parents who indicate a need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 100% of parents received a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were invited to meet with instructional staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**3C. Minimum of 5 Parent trainings during and outside of the regular school day.**

**18-19**
Increase parent trainings by 20%.

**Baseline**
7 parent trainings were offered through the school year.

We conducted seven parent training outside of the regular school day. We have established a new baseline for parent trainings of seven organization wide.

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

#### Action 1

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
<th>Action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budgeted</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Actual</strong></td>
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</tbody>
</table>

**San Diego Cooperative Charter School** was founded on the idea that parent & family involvement is an essential component of student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.

- a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.
- b. Provide opportunities for parents to participate in trainings (Second Step, and PSA)
- c. Held 5 parent workshops during the school year.
- d. Held 2 parent trainings during monthly PSA meetings.
- e. Translation offered at parent trainings and meetings.
- f. Held monthly board and PSA meetings and invited all school families to attend.
- g. Communicated volunteer opportunities in classrooms and off campus, during school hours and outside of school hours, to all parents in admin newsletters to parents as well as weekly classroom newsletters.
- h. Utilized technology for trainings with support from tech department staff.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
<th>Action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>San Diego Cooperative Charter School was founded on the idea that parent &amp; family involvement is an essential component of student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.</td>
<td>a. Held 5 parent workshops during the school year. b. Held 2 parent trainings during monthly PSA meetings. c. Translation offered at parent trainings and meetings. d. Held monthly board and PSA meetings and invited all school families to attend. e. Communicated volunteer opportunities in classrooms and off campus, during school hours and outside of school hours, to all parents in admin newsletters to parents as well as weekly classroom newsletters. f. Utilized technology for trainings with support from tech department staff.</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $27,000 2000-2999: Classified Personnel Salaries LCFF $9,400</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $104,545 2000-2999: Classified Personnel Salaries LCFF $9,601</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies LCFF $820</td>
<td>4000-4999: Books And Supplies LCFF</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. Provide translation services at trainings to increase access for all parents.

d. Provide opportunities for parents to develop a sense of educational advocacy by way of Board meetings, PSA representation, WASC Committee, etc.

e. Identify and communicate a broad range of volunteer activities on and off campus, during and outside of school hours.

f. Utilize technology to expand access to trainings.

g. Created regular school wide parent newsletters to inform parents about upcoming events, ways to be involved, research around student achievement and information about child development.

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.

As a cooperative school, partnerships with parents is paramount to our goal of developing well balanced students (academically, physically, and socially/emotionally). The following actions and services were completed as planned: actions to increase volunteer hours, add to the number of parent workshops and training sessions, and maintain parent participation within student/parent conferences.

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

100% of SDCCS parents surveyed responded that they had a clear understanding of how to participate/support in their child's educational process in a meaningful way. 100% of parents received communication from teachers with a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were invited to meet with instructional staff. Parent volunteerism reached new heights within our schools this year evidenced by the 17,204 logged hours of support toward operations and supporting learning!

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased expenditures was due to the consolidation of the two charter schools operated by SDCCS to a single CDS code. Prior year expenditures were reported via two separate LCAPs.
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 3 has remained the same but because we have combined two schools under one CDS code, we have modified our annual measurable outcomes to fit the needs and metrics for both schools combined. The changes can be found in the annual measurable outcomes as well as the impacts on the budget looking at the expenses and cost of both schools working toward our LCAP goals. For parents that have a difficult time physically getting to school we have increased their school communication by implementing a school wide parent newsletter and added trainings to address pressing issues in the community.
# Annual Update

**LCAP Year Reviewed:** 2018-19

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

## Goal 4

Support student engagement by promoting physical and emotional development of students within safe and well-maintained facilities.

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

**Local Priorities:**

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## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A.</td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td></td>
<td>We will maintain expulsion and suspension rates below the CA Statewide averages.</td>
<td>Suspension rate for both schools is .95%. Our combined expulsion rate is 0%.</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>Remain below the CA percentages.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>CA Expulsions = 0.1%</td>
<td>Student feelings of safety on campus: answers of very safe or safe 75% at the fifth grade at MV 86% at the fifth grade at LV 75% at the 7th grade at MV 70% at the 7th grade at LV</td>
</tr>
<tr>
<td></td>
<td>CA Suspensions = 3.8%</td>
<td>From May 1, 2018 to May 1, 2019 the percentage of work orders resolved was 92.05%</td>
</tr>
<tr>
<td>4B.</td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td></td>
<td>Students feel safe as indicated by the CHKS.</td>
<td>Student feelings of safety on campus: answers of very safe or safe 75% at the fifth grade at MV 86% at the fifth grade at LV 75% at the 7th grade at MV 70% at the 7th grade at LV</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>Reach 80% or higher in 5th and 7th grade.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>84% for 5th grade and 78% for 7th grade.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4C. Internal helpdesk facility and technology work orders - # of work orders submitted and the percent # of work orders resolved

18-19
Based on baseline data collected in 2017-18, maintain or exceed internal helpdesk work order percentage that was resolved.

Baseline
From May 1, 2017 to May 1, 2018, the total percentage of work orders that were resolved was 69% from both campuses.

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide Second Step curriculum materials for social-emotional learning for every classroom TK-5.</td>
<td>a. All teachers TK-5th grade use either Second Step curriculum or Responsive Classroom and have the necessary curriculum materials to implement.</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $140,100</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $136,363</td>
</tr>
<tr>
<td>b. Provide training for lead teachers and exposure to all staff for the adopted middle school social emotional curriculum and establish metrics.</td>
<td>b. Purchased Responsive Classroom materials for classroom teachers through a PSA grant (LV) and piloted SSIS for middle school students (MV).</td>
<td>2000-2999: Classified Personnel Salaries LCFF $2,700</td>
<td></td>
</tr>
<tr>
<td>c. Provide counseling time for peer-counseling, conflict management and student assistance programs.</td>
<td>c. Counselors provided conflict management and peer counseling support as well as ran small counseling groups each semester to meet student needs.</td>
<td>3000-3999: Employee Benefits LCFF $3,300</td>
<td>3000-3999: Employee Benefits LCFF $24,752</td>
</tr>
<tr>
<td>d. Identify and secure additional counseling resources for specific student needs.</td>
<td>d. Increased counseling hours by 20 hours/week (MV).</td>
<td>4000-4999: Books And Supplies LCFF $2,000</td>
<td></td>
</tr>
<tr>
<td>e. Provide Second Step Training for new teaching staff and all support staff to foster a common</td>
<td>e. All new teachers were trained in Second Step.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Expanded partnerships with Inner City Action Network, a group of community agencies in the</td>
<td>f. Expanded partnerships with Inner City Action Network, a group of community agencies in the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2000-2999: Classified Personnel Salaries LCFF $2,700 | |
3000-3999: Employee Benefits LCFF $3,300 | 3000-3999: Employee Benefits LCFF $24,752 |
4000-4999: Books And Supplies LCFF $2,000 | |
language and approach for conflict/resolution and dealing with strong emotions.

f. Increase collaboration with community agencies to support specific student needs.

g. Use the LCAP survey and the CHKS to inform our response to areas of growth regarding safety and connectedness.

h. Provide schoolwide professional development on trauma-informed and restorative practices to provide a common language and approach for conflict/resolution, student support, and student wellness.

i. Utilize procedures for documentation of student behavior, conflict management, and preventative supports.

Logan Heights area, to increase family support services through local agencies including two resource fairs on the school campus.

g. Administered CHKS to all 5th and 7th grade students. Results were reviewed and used to inform updated areas of growth for safety and connectedness.

h. Provided professional development for all teachers and instructional assistants on trauma-informed practices, conflict resolution, and student support/wellness.

i. Utilized office referral forms for documentation of student behavior incidents, conflict management approaches used, and preventative supports put in place.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify facility needs.</td>
<td>a. Consolidated the Mountain View campus from two physicals sites onto one. Staff conducted weekly campus safety walkthroughs to identify and resolve facility needs.</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $10,500</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $23,270</td>
</tr>
<tr>
<td>c. Implement the facility instructional use plan.</td>
<td>c. Conducted monthly planning meetings for construction planning</td>
<td>3000-3999: Employee Benefits LCFF $21,263</td>
<td></td>
</tr>
</tbody>
</table>
for new school. Attended monthly CSFC meetings.

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.
SDCCS staff teach social emotional development strategies that ultimately lead to enhanced levels of students' mental health and positive interpersonal interactions. In addition, maintaining physical safety of our facilities is a daily commitment. Staff implementation of actions and services listed above have been executed with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The overall effectiveness of our efforts can be measured by the CA Healthy Kids Survey results, LCAP parent survey, the number of suspensions and expulsions, and the number of intervention-based law enforcement visits to campuses. Since SDCCS- LV and SDCCS-MV have merged, we have created baselines in the indicators listed above. The LCAP parent survey shows that both campuses maintain at least 95% of SDCCS parents feel their children are safe emotionally and physically on campus. 75% (MV) and 86% (LV) of 5th grade students report feeling safe and 75% (MV) and 70% (LV) of 7th grade students report feeling safe at school as documented by the 2019 CA Healthy Kids Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Increased expenditures was due to the consolidation of the two charter schools operated by SDCCS to a single CDS code. Prior year expenditures were reported via two separate LCAPs. SDCCS MV campus consolidation was previously not budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
The Mountain View campus consolidated from two sites to one, leading to changes in the School Safety Plan and facilities needs. The merging of our two campuses to a single CDS code has initiated more coordinated special education services that will impact the academic engagement as well as social-emotional development for students across both sites.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

SDCCS has provided many opportunities for teachers, parents, administrators, community members and other stakeholders to have input into our LCAP.

For 2017-2018 LCAP:

Informational Meetings & Input
- Monthly Meetings of the Board of Directors: Each month the Executive Director included LCAP information in his leadership report and site administration was available to answer questions and keep track of feedback and questions from the Board.
- Monthly Meetings of the Parent Staff Association (September 2016-June 2017): Information about LCAP was given to parents during regularly scheduled meetings. The Vice Principal was available to answer questions and keep track of parent feedback or questions.
- Monthly Staff Meetings: Certificated and classified staff were provided information pertaining to goals addressed in the LCAP.
- Parent LCAP Survey

Data Analysis

The LCAP Planning team convened and conducted a needs assessment and data analysis in order to develop the LCAP. The following items were considered in this analysis:
- CAASPP Test Results (2015-2017)
- CELDT Test Results
- Attendance Reports
- Report Card Data
- Student Behavior Data
- Exit Portfolio Data
- Measurable Outcomes Data from Charter Petition
- Parent LCAP Survey
- California Healthy Kids Survey
SDCCS has provided many opportunities for teachers, parents, administrators, community members and other stakeholders to have input into our LCAP. The opportunities below were offered for stakeholder input for the 2017-2018 LCAP:

Informational Meetings & Input:
- Monthly Meetings of the Board of Directors: Each month the Executive Director included LCAP information in his leadership report and site administration was available to answer questions and keep track of feedback and questions from the Board.
- Monthly Meetings of the Parent Staff Association (September 2016-June 2017): Information about LCAP was given to parents during regularly scheduled meetings. The Principal was available to answer questions and keep track of parent feedback or questions.
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- Parent, Staff LCAP Survey

Data Analysis:

The LCAP Planning team convened and conducted a needs assessment and data analysis in order to develop the LCAP. The following items were considered in this analysis:
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- CELDT Test Results
- Attendance Reports
- Report Card Data
- Student Behavior Data
- Measurable Outcomes Data from Charter Petition
- Parent LCAP Survey
- California Healthy Kids Survey
- NWEA MAP Testing
- California Dashboard
- California Physical Fitness Test (PFT)
Impact on LCAP and Annual Update

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

The LCAP planning team considered input from students, staff, parents, and board members when updating the LCAP and developing a 3-year plan. This input resulted in:

- Translation services for families to have more access
- Development of a comprehensive EL Plan including an EL Coordinator
- Improving UDL practices by instructional staff through continued and focused staff development
- Identifying ways to retain high quality teachers

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- Translation services for families to have more access.
- Development of a comprehensive EL Plan including an EL Coordinator.
- Improving UDL practices by instructional staff through continued and focused staff development.
- Identifying ways to retain high quality teachers.
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
Increase student achievement for all students and reduce the achievement gap for underperforming students.

State and/or Local Priorities addressed by this goal:
State Priorities:  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:
A range and variety of assessments indicate the need for continued work to increase achievement for all students and reduce the achievement gap for underperforming students

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| 1A. EL performance on ELPAC | 2018 ELPAC Performance by Level  
Level 1: 17.9%, Level 2: 26.8%, Level 3: 34.8%, Level 4: 20.5% | Implement ELPAC and establish new baseline | Establish combined school baseline with 2019 data | Implement new growth metrics for ELPAC |
| 1B. Continue implementing classroom supports utilizing the | 3.4% in 2016-2017. 13 newly identified | At or below 5% for newly identified Special Education students | At or below 5% for newly identified Special Education students | At or below 5% for newly identified Special Education students |
## Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTI model, maintaining a Special Education identification rate of less than 5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C. California Assessment of Student Performance and Progress (CAASPP). Based on 2015-2017 CAASPP data.</td>
<td>47.9% of ELA Students Meet or Exceed 31.5% of Math Students Meet or Exceed</td>
<td>Meet or exceed baseline</td>
<td>Meet or exceed baseline</td>
</tr>
<tr>
<td>1D. We will maintain a Middle School Dropout Rate of 0%</td>
<td>0% in 2016-2017</td>
<td>Maintain 0% middle school drop out rate</td>
<td>Maintain 0% middle school drop out rate</td>
</tr>
<tr>
<td>1E. We will aim for an attendance rate of 96% or higher.</td>
<td>94.8% in 2018-19 combined campus ADA</td>
<td>At or above 96% average daily attendance.</td>
<td>At or above 96% average daily attendance.</td>
</tr>
<tr>
<td>1F. We will maintain an 8th grade exit portfolio/capstone pass rate of 100%.</td>
<td>100% in 2016-2017</td>
<td>At or above 100% passing rate.</td>
<td>At or above 100% passing rate.</td>
</tr>
</tbody>
</table>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</td>
</tr>
<tr>
<td>a. Multiple measures used to monitor progress of all students.</td>
</tr>
<tr>
<td>b. Teachers and support staff will monitor student progress and implement intervention strategies.</td>
</tr>
<tr>
<td>c. Instructional &amp; administrative staff will analyze student data to inform strategic decisions.</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
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<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</td>
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<td>a. Multiple measures used to monitor progress of all students.</td>
</tr>
<tr>
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</tr>
<tr>
<td>c. Instructional &amp; administrative staff will analyze student data to inform strategic decisions.</td>
</tr>
</tbody>
</table>
d. Identify a K-8 Math Lead to analyze fluctuating growth scores and determine next steps in program development.
d. Identify and work with a university or organization that specializes in mathematical thinking and practices. Co-create an action plan.
d. Implement the co-created plan to enact higher level mathematical practices for teachers and students.
e. Partner with math specialist or Southern CA Professional Development Federation (SCPDF) resource to help analyze achievement data, core instructional practices and address gaps in resources, teacher training, sufficient instructional time, support classes, and cohort learning with cross-discipline reinforcement.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$710,200</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LCFF, Fed/State Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>LCFF, Fed/State Special Education</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,276,735</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
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<tr>
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<td></td>
<td>LCFF, Fed/State Special Education</td>
</tr>
<tr>
<td>Amount</td>
<td>$353,366</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Amount</td>
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<td>2000-2999: Classified Personnel Salaries</td>
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<td>LCFF</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
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<td>LCFF</td>
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<tr>
<td>Amount</td>
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<td>LCFF</td>
<td>3000-3999: Employee Benefits</td>
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<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
<td>3000-3999: Employee Benefits</td>
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<tr>
<td>Amount</td>
<td>$330,000</td>
<td>$330,000</td>
<td>$67,565</td>
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<tr>
<td>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$389,266</td>
</tr>
<tr>
<td>Source</td>
<td>Special Education</td>
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<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

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

All Schools

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Modified Action

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

Modified Action
### 2017-18 Actions/Services

Supplemental:

a. Provide differentiated professional development for instructional staff to support EL needs of students.

b. Designate an EL coordinator for data collection, professional development, and facilitate trainings for both parents and staff.

c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.

### 2018-19 Actions/Services

Supplemental:

a. Provide differentiated professional development for instructional staff to support EL needs of students.

b. EL coordinator will analyze the data to facilitate school wide and team level training.

c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.

d. EL coordinator will develop a parent education program.

### 2019-20 Actions/Services

Supplemental:

a. Provide differentiated professional development for instructional staff to support EL needs of students supported by an EL expert.

b. EL coordinator will analyze the data to facilitate school wide and team level training focusing on Success for All (SFA) with a Structured English Immersion instructional plan in all classrooms.

c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.

d. EL coordinator will implement parent education program.

e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>Amount</td>
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<td>$220,651</td>
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<td>$26,986</td>
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</tr>
<tr>
<td>Source</td>
<td>Title I</td>
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<td>Title I</td>
</tr>
<tr>
<td>Amount</td>
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<td>$117,854</td>
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<td>LCFF</td>
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<td>Budget Reference</td>
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<td>3000-3999: Employee Benefits</td>
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<td>Amount</td>
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<td></td>
<td>$396,255</td>
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<td>Source</td>
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<td>LCFF Supplemental and Concentration</td>
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<td>Budget Reference</td>
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<td></td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$35,000</td>
</tr>
<tr>
<td>Source</td>
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<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>Amount</td>
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<td>$5,000</td>
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<tr>
<td>Source</td>
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<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

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

#### Actions/Services

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

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

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

#### 2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

#### Action 4

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

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

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

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

#### Actions/Services

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

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

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

#### 2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

#### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

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<tr>
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<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Scope of Services:

<table>
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<tr>
<th>Location(s):</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### 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

### Budgeted Expenditures

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

<table>
<thead>
<tr>
<th>Action 6</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

### OR

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

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
<td></td>
</tr>
</tbody>
</table>
EL Coordinator establishes English Learner Advisory Committee.

English Learner Advisory Committee develops strategic plan to support family school engagement.

English Learner Advisory Committee develops strategic plan to support family school engagement that is inclusive of both campuses.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

### Action 7

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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 Action**

**Modified Action**

**Unchanged Action**

Math coordinator will be hired to support math instruction, strategic planning of coursework, and alignment/program

Math Coordinator will work with teacher and admin teams to identify needed professional development to strive for

Math Coordinator will work with teacher and admin teams to identify needed professional development to strive for
articulation throughout TK through 8th grade. Math coordinator will also cross-align with sister school to ensure sharing of best practices.

consistent and high level of math instruction across grade levels.

consistent and high level of math instruction across grade levels.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$2,000</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>$4,000</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>$4,000</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 8

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

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)

- All
- [Add Students to be Served selection here]

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

- All Schools
- [Add Location(s) selection here]

**OR**

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

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

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

- LEA-wide
- [Add Scope of Services selection here]

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

- All Schools
- [Add Location(s) selection here]

**Actions/Services**

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

- New Action

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

- Modified Action

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

- Unchanged Action
To increase attendance for students who are chronically absent, develop protocol which includes identifying causes of chronic absenteeism and document use of strategies.

To increase attendance for students who are chronically absent, utilize protocol developed in 2017-2018 which includes identifying causes of chronic absenteeism, and continue to document use of strategies.

To increase attendance for all students and specifically target those who are chronically absent, utilize protocol developed in 2017-2018 which includes identifying causes of chronic absenteeism, and continue to document use of strategies.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$34,300</td>
<td>$34,000</td>
<td>$34,541</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$11,800</td>
<td>$11,800</td>
<td>$48,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td>$10,694</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 2

Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |

Local Priorities:

Identified Need:
San Diego Cooperative Charter School embodies the idea that every staff member in the school is responsible for the learning of every student in the school. Staff need additional opportunities to participate in professional development based on individualized growth plans that are focused on common-core aligned teaching and learning. Instructional staff needs time to spend on building high-level differentiated curriculum and the ability to purchase additional materials to support instructional areas.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. All core teachers will meet the HQT standards</td>
<td>All core teaching staff meet the HQT standards</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
</tr>
<tr>
<td>80 hours PD per year</td>
<td>80 hours PD per year</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
<td>2B. Full time certificated staff will receive 62 hours + 2.5 full days for a minimum of 82 hours of PD provided per year.</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year</td>
<td>36 hours of PD per year</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
</tr>
<tr>
<td>2D. EDP/Other support staff will receive a minimum of 16 hours PD provided per year</td>
<td>16 hours of PD per year</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
</tr>
<tr>
<td>2E. Instructional staff will have a minimum of 3 hours of planning time per week during regular scheduled school weeks.</td>
<td>3-4 hours per week of planning time during regular scheduled school weeks.</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
</tr>
<tr>
<td>2F. We will provide on-going UDL training to all core teachers.</td>
<td>Teachers will receive 15 hours or more of instruction for UDL training and integration into classrooms.</td>
<td>maintain baseline</td>
<td>maintain baseline</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

### Actions/Services

**Modified Action**

**Unchanged Action**

**Modified Action**

**2017-18 Actions/Services**

Schoolwide focus on curriculum development and instructional materials that are aligned to the common core standards.

a. Continue UDL lesson and unit design created collaboratively by multi-grade level teams with feedback provided by the leadership team.

b. Identify and secure materials and resources for classroom instruction

**2018-19 Actions/Services**

Schoolwide focus on curriculum development and instructional materials that are aligned to the common core standards.

a. Continue UDL lesson and unit design created collaboratively by multi-grade level teams with feedback provided by the leadership team.

b. Identify and secure materials and resources for classroom instruction

**2019-20 Actions/Services**

Schoolwide focus on curriculum development and instructional materials that are aligned to the common core standards.

a. Continue UDL lesson and unit design created collaboratively by multi-grade level teams with feedback provided by the leadership team.

b. Identify and secure materials and resources for classroom instruction with an emphasis on mathematics.

c. Identify and secure resources for classroom instruction with an emphasis on ELD research-based strategies.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$21,100</td>
<td>$21,100</td>
<td>$169,998</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Amount</td>
<td>$33,700</td>
<td>$33,700</td>
<td>$42,854</td>
</tr>
<tr>
<td>Source</td>
<td>Lottery</td>
<td>Lottery</td>
<td>Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Amount</td>
<td>$89,311</td>
<td>$89,311</td>
<td>$4,785</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Amount</td>
<td>$4,785</td>
<td>$4,785</td>
<td>$4,785</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Selection</th>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**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)

<table>
<thead>
<tr>
<th>Selection</th>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
<tr>
<td><strong>The most important factor in student achievement is the quality of the teacher in the classroom. Teachers must be equipped with resources and utilize a wide range of effective teaching practices to meet the needs of all students.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provide support to beginning teachers through approved BTSA programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provide specialized support for intern teachers, special education teachers and counselors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provide differentiated professional development for all teachers and principals to improve classroom practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Principals collaborate with staff to provide instructional support to all teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Continue the work of the compensation committee to design an alternative compensation model to retain and recruit highly skilled teaching staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The most important factor in student achievement is the quality of the teacher in the classroom. Teachers must be equipped with resources and utilize a wide range of effective teaching practices to meet the needs of all students.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provide support to beginning teachers through approved BTSA programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provide specialized support for intern teachers, special education teachers and counselors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provide differentiated professional development for all teachers and principals to improve classroom practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Principals collaborate with staff to provide instructional support to all teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Implement the newly designed compensation model to retain and recruit highly skilled teaching staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers and support staff will be supported throughout their careers through professional development that meets them at their point of need.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provide support to beginning teachers through approved BTSA programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provide specialized support for intern teachers, special education teachers and counselors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provide differentiated professional development for all teachers and principals to improve classroom practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Principals collaborate with staff to provide instructional support to all teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Site and organization leaders will develop a bonus structure to retain highly skilled teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Identify expert resources from within and outside of the school community to lead professional development sessions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
### Year
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$432,900</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>$432,900</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>$401,178</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

### Amount
- **2017-18**: $432,900  
- **2018-19**: $432,900  
- **2019-20**: $401,178

### Source
- **2017-18**: LCFF  
- **2018-19**: LCFF  
- **2019-20**: LCFF

### Budget Reference
- **2017-18**: 1000-1999: Certificated Personnel Salaries  
- **2018-19**: 1000-1999: Certificated Personnel Salaries  
- **2019-20**: 1000-1999: Certificated Personnel Salaries

### Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

**Action 4**

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

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

[Add Students to be Served selection here] [Add Location(s) selection here]
### 2017-18 Actions/Services
Expand specific professional development opportunities for employees who are in positions that serve students with limited resources at the site (counselors, specialist staff, IA's etc.)

### 2018-19 Actions/Services
Expand specific professional development opportunities for employees who are in positions that serve students with limited resources at the site (counselors, specialist staff, IA's etc.)

### 2019-20 Actions/Services
Expand specific professional development opportunities for employees who are in positions that serve unduplicated students at the sites (counselors, specialist staff, IA's etc.)

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$8,619</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$15,790</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$3,843</td>
</tr>
<tr>
<td>Source</td>
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<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Classified PD**
<table>
<thead>
<tr>
<th>Amount</th>
<th>$50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Other</td>
</tr>
</tbody>
</table>
| Budget Reference | 2000-2999: Classified Personnel Salaries  
Low Performing Students Block Grant |
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Provide meaningful opportunities for parents and families to be engaged and involved in student learning.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
</tbody>
</table>

**Identified Need:**
San Diego Cooperative Charter School was founded on the idea that parent and family involvement is an essential component for student achievement. Active parent engagement is at the heart of our school's mission.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.</td>
<td>Currently 4,143 volunteer hours were logged by parents</td>
<td>10,000 volunteer hours logged by parents</td>
<td>15,000 of volunteer hours logged by parents</td>
<td>Maintain 15,000 volunteer hours logged by parents</td>
</tr>
<tr>
<td>3B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are</td>
<td>100% of parents received a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were</td>
<td>Maintain baseline and provide translations to parents who indicate a need</td>
<td>Maintain baseline and provide translations to parents who indicate a need</td>
<td>Maintain baseline and provide translations to parents who indicate a need</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>invited to meet with instructional staff.</td>
<td>invited to meet with instructional staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C. Minimum of 5 Parent trainings during and outside of the regular school day.</td>
<td>Maintain a minimum of 5 parent trainings during and outside the regular school day</td>
<td>Increase parent attendance at 5 trainings by 20%</td>
<td>Increase number parent trainings provided to 10 (organization-wide)</td>
<td></td>
</tr>
<tr>
<td>3D. Teachers meet with 90% of parent/guardian for student conferences.</td>
<td>Unknown</td>
<td>Establish baseline and metric for future years</td>
<td>Meet or exceed baseline and evaluate ways to increase parent participation</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

OR

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

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

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

Actions/Services
San Diego Cooperative Charter School was founded on the idea that parent & family involvement is an essential component for student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.

a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.
b. Provide opportunities for parents to participate in trainings (Second Step, and PSA).
c. Provide translation services at trainings to increase access for all parents.
d. Provide opportunities for parents to develop a sense of educational advocacy by way of Board meetings, PSA representation, etc.
e. Identify and communicate a broad range of volunteer activities on and off campus, during and outside of school hours.
f. Utilize technology to expand access to trainings.
f. Utilize technology to expand access to trainings and presentations.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td>$27,000</td>
<td>$27,000</td>
<td>$104,545</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td>$9,400</td>
<td>$9,400</td>
<td>$9,601</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
<td>$53,460</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
<td>$820</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
## Goals, Actions, & Services

### Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

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

### Goal 4
Support student engagement by promoting physical and emotional development of students within safe and well-maintained facilities.

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

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

### Identified Need:
Social-emotional education has been an essential part of the educational philosophy of San Diego Cooperative Charter School since its inception. The school staff and community need to continue growing and developing in this area to maintain the welcoming school community that SDCCS is known for throughout the city. Ongoing maintenance is needed to ensure that the facilities for the CoOp school sites are safe and well-functioning.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A. We will maintain expulsion and suspension rates below the CA Statewide averages.</td>
<td>CA Expulsions = 0.1%</td>
<td>Remain below the CA percentages</td>
<td>Remain below the CA percentages</td>
<td>Remain below the CA percentages</td>
</tr>
<tr>
<td></td>
<td>CA Suspensions = 3.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B. Students feel safe and welcome as indicated by the CHKS.</td>
<td>84% for 5th grade and 78% for 7th grade</td>
<td>Meet or exceed baseline.</td>
<td>Create new baseline with combined data organization wide</td>
<td>Meet or exceed baseline.</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

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

OR

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

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

#### Actions/Services

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

- Modified Action

2017-18 Actions/Services


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

- Modified Action

2018-19 Actions/Services


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

- Modified Action

2019-20 Actions/Services

b. Adoption of middle school social emotional curriculum.

c. Provide counseling time for peer-counseling, conflict management and student assistance programs.

d. Identify and secure additional counseling resources for specific student needs.

e. Provide Second Step Training for new teaching staff and all support staff to foster a common language and approach for conflict/resolution and strong emotions.

f. Increase collaboration with community agencies to support specific student needs.

g. Use the LCAP survey and the CHKS to inform our response to areas of growth regarding safety and connectedness.

b. Provide training for lead teachers and exposure to all staff for the adopted middle school social emotional curriculum and establish metrics.

c. Provide counseling time for peer-counseling, conflict management and student assistance programs.

d. Identify and secure additional counseling resources for specific student needs.

e. Provide Second Step Training for new teaching staff and all support staff to foster a common language and approach for conflict/resolution and strong emotions.

f. Increase collaboration with community agencies to support specific student needs.

g. Use the LCAP survey and the CHKS to inform our response to areas of growth regarding safety and connectedness.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$140,100</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>$140,100</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>$196,327</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>$2,700</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$2,700</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$3,300</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$2,700</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$2,700</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>$3,300</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All     | All         |

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

| All Schools |

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |

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

| Modified Action |

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

| Modified Action |
San Diego Cooperative Charter Schools are currently housed in dated facilities that are impacting our instructional options. Recent bond measures have passed to ensure that school facilities can be improved. SDCCS is working closely with the district to upgrade the current facilities and bring the condition of the facilities into alignment with other public schools.

- a. Identify facility needs.
- c. Develop a facility instructional use plan.

### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$10,500</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>$10,500</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

### 2018-19 Actions/Services

- a. Identify facility needs.
- c. Implement the facility instructional use plan.
- d. Design new parking plans for 2019-20 school year.

### 2019-20 Actions/Services

- a. Identify facility needs.
- c. Implement the facility instructional use plan.
- d. Implement new parking plans.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$4,500</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>$4,500</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>$24,500</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$19,332</td>
<td>LCFF</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year:** **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$453,490</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

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

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

For 2019-20, San Diego Cooperative Charter School will expend $453,490 in Supplemental Funds and Concentration funds for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)

San Diego Cooperative Charter School has an unduplicated student rate projection of 36.34%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.

The school’s target proportionality percentage for 2019-20 is 7.8%. Services and supports unduplicated students will be increased and improved by at least 7.2% compared to services and supports provided to all students for fiscal year 2018-19

**EL =** coordinator stipend  
**Homeless/Foster =** Counseling  
**Low income =** EDP subsidies, and EFT and field trips  
**Parent Training Coordinator stipend**  
**Before school academic prep week at both campuses**
LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$402,990</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

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

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

For 2018-19, San Diego Cooperative Charter School will expend $402,990 in Supplemental Funds and Concentration funds for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)

San Diego Cooperative Charter School has an unduplicated student rate of 36.34%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.

The school’s target proportionality percentage for 2018-19 is 7.2%. Services and supports unduplicated students will be increased and improved by at least 6.37% compared to services and supports provided to all students for fiscal year 2017-18.
EL = coordinator stipend
Homeless/Foster = Counseling
Low income = EDP subsidies, and EFT and field trips
Parent Training Coordinator stipend
Before school academic prep week at one campus

<table>
<thead>
<tr>
<th>LCAP Year: <strong>2017-18</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$210,651</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
For 2017-18, San Diego Cooperative Charter School - Linda Vista spent $210,651 in Supplemental Funds (the school did not receive Concentration funds) for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)

San Diego Cooperative Charter School has an unduplicated student rate of 21.50%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.

The school’s target proportionality percentage for 2017-18 is 6.37%. Services and supports unduplicated students will be increased and improved by at least 6.37% compared to services and supports provided to all students for fiscal year 2017-18

EL = coordinator stipend for 17-18
Homeless/Foster = Counseling
Low income = EDP subsidies, and EFT and field trips
Parent Training Coordinator stipend for 17-18

For 2017-18, San Diego Cooperative Charter School 2 spent $204,555 in Supplemental Funds (the school does not receive Concentration funds) for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)

San Diego Cooperative Charter School has an unduplicated student rate of 58.36%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.

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

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of 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?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

**LEA Name**
San Diego Cooperative Charter School

**CDS Code:**
37683386119168

**Link to the LCAP:**
(optional)

For which ESSA programs apply to your LEA?
Choose From:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

San Diego Cooperative Charter School provides learning opportunities to develop the whole child. SDCCS engages students in integrated learning as they explore the world around them, create innovative solutions to problems, and communicate their results while learning Science, Technology, Engineering, Arts, Physical Education, Reading, Writing, History, Literature and Math. It is the integration of core content with the arts that allows all students to think deeply, develop creative solutions, and aspire to a greater future. The school uses all of its funds to best serve all of its students, but most especially those in student target groups, such as English Learners, Foster Youth, Students from Low Income families, and Students with Disabilities.

Several LCAP goals in the 2017-2020 SDCCS LCAP are funded partially or wholly with federal funds in order to enhance the level of services provided for its target group populations. One example of this is how it funds a portion of the Orton Gillingham Reading Instruction. The primary goal of Orton Gillingham is to provide multi-sensory, evidence based, explicit reading instruction to kids. This program supports many of the students in our unduplicated population that are most in need.

We are using our federal funds to provide personnel support to identify, instruct, and remediate students in grades K-8 in Reading and Mathematics. This approach is a year round one that begins in August with student programs to support English Language Learners and identified Title I students. Additionally we will be conducting professional development where we will increase staff capacity to provide targeted intervention. In looking at our data, we have identified a significant need for improvement in our math program. We will be bringing in math curriculum to supplement what is existing as well as creating targeted math groups to increase subgroup performance on CAASPP testing.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP goals support the federally funded programs by ensuring that data analysis of student target groups remains at the core of every professional development, staff meeting, and teacher collaboration time in order to better inform instruction and interventions. At its core, San Diego Cooperative Charter School aims to advance all students forward with the skills, habits, and knowledge necessary to be successful in the 21st Century. Using evidence to make decisions to bring about equitable outcomes for target groups is a central theme of the San Diego Cooperative Charter School LCAP and LCAP Addendum. The school maintains its own separate bookkeeping procedures to ensure that the careful use of LCAP and federal funding is accurate and up-to-date.

We spend well above what we receive for Title I and Title II funds. A majority of the funds are used on certificated and non certificated staff that support students with special needs and unduplicated student groups in high achievement and in becoming lifelong learners. These expenditures are in alignment with state, federal and local funds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A
Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

San Diego Cooperative Charter Schools will monitor the progress of all students and support them to meet challenging state academic standards. We will be monitoring student progress through analyzing and disaggregating data from ELPAC, CAASPP and MAP data to inform us on areas of need and allow us to create targeted professional development. In addition we will also be looking to supplement our math program with differentiated, skill-based learning to support our students in operations. Through our data analysis we will also identify students who are not showing progress or have low achievement. Once students are identified, as a team we will look at appropriate supports and interventions and identify what tier of support is needed.

The LEA has a responsibility to create a strong academic program and there are many ways we evaluate the strength of our program. We utilize both formative and summative assessments to create our professional development plan and the use of data is key in that process. The analysis of the data combined with what we know about our students and teachers is crucial in making a strong plan for growth.

San Diego Cooperative Charter School participates in a robust professional growth plan. Professional development for all members of the CoOp learning community is an integral part of SDCCS. There is an expectation that all staff members will become knowledgeable and implement current best practices and methodologies through a variety of professional development activities. Teachers must be knowledgeable about UDL, constructivism, and restorative practices. New teachers participate in a BTSA program, with the support of both internal and external mentor teachers. Teachers also participate in weekly grade level planning meetings and bi-weekly morning meetings. All of these meetings allow staff members to participate in learning practices for new instructional strategies, work collaboratively to look at student work, analyze student data by target groups, and grow professionally. Internal PD often involves teacher leaders on campus, such as members of the Instructional Leadership Team (Lead Teachers) and the PD coordinator. Teachers set goals for their own professional development, reflect on their growth throughout the year, and share their next steps as professionals through lesson observation, peer panels, and an overall protocol process.

San Diego Charter School uses data to create a targeted system for professional growth and improvement for staff. The Principals and the PD coordinators lead the process to formulating a plan for professional development as they are the primary observers of the classroom. With that said, we do have a distributed leadership model where Lead Teachers meet monthly and are involved in leadership, coaching, PD and mentoring. The teachers play a large role in both planning and executing ongoing professional development. Special Education Case Managers also play a strong role in identifying both the needs of students and determining which students need additional support. The distributed leadership model promotes professional growth and investment in what is being taught, as teachers see the need in the data and are invested as they work together to improve their practices. Much of the PD is dedicated to enhancing systems and strategies to promote improved performance of all students. In 2019-20, a portion of the PD will be dedicated to reviewing and disaggregating the data together and collaboratively brainstorming how to improve our programs.

New teachers at SDCCS are supported by Admin, Counseling and Lead Teachers. Teachers are supported throughout their careers at SDCCS and have the opportunity to become Lead Teachers, teach PD, attend conferences, and engage in multiple other opportunities for professional growth. We are in a constant feedback cycle with our teachers to improve practice and positively impact student outcomes. Admin works hard to provide weekly readings as well as weekly opportunities for PD to support teacher growth.

San Diego Cooperative Charter School will prioritize funds to implement comprehensive and targeted supports for both teachers and students who need additional support.

Overuse in Discipline Practices that Remove Students from the Classroom

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<th>ESSA SECTION</th>
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<tbody>
<tr>
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</table>
Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

We believe in restorative practices and work with students to build strong classroom and schoolwide communities. Students are counseled and coached regarding their behaviors and choices that impact the learning of themselves and others and work to repair any harm done to others. By consistently utilizing restorative practices, students are rarely removed from the classroom. School administrators will monitor student behavior and discipline data to identify students within subgroups who are removed from their learning environments at a higher rate than other students. Appropriate plans will be developed to support students to be successful within the classroom.

### Career Technical and Work-based Opportunities

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If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

NA the school is a TK-8th grade school
Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

See the section “Monitoring Progress Towards Meeting Challenging State Academic Standards” for a complete description of the activities SDCCS is planning to continue work and build upon for students.
Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

San Diego Cooperative Charter has an active ELAC at one site and is developing the ELAC at the other site. This provides an opportunity for the school staff to get feedback from parents of English learners regarding the quality of the education their children receive and their suggestions for the school. This also provides the school professionals time to educate parents on how they can support their students’ learning. Parents are also welcomed and encouraged to attend the four annual project nights, monthly "Buenos Dias Coffee", monthly PSA meetings, and school board meetings. Administration and teacher representation is available at each of these events to welcome families and answer questions. Teachers are available to meet with parents twice a year for student goal setting and conferences, by email, and by appointment. Each school has a bilingual front office staff member to answer questions on the phone, in person, or by email.

Funds are prioritized by using student achievement data from the CAASPP assessments in mathematics and ELA/literacy, ELPAC data, CAST data, and PFT data. Parent input via the LCAP stakeholder outreach process and parent advisory groups is also used to help make shared decisions to improve student outcomes.

In considering this feedback and data, San Diego Cooperative Charter has determined to spend its LCFF and federal funds for targeted support for its math program. Students are monitored by classroom teachers, the math Coordinator, and the administration. Teachers examine data and differentiate daily instruction for the needs of the students in target groups through small group instruction and re-teaching/re-engaging students in various lessons. Ongoing professional development allows teachers to examine individual student work, identify trends among target groups, and invest both time and money in best practices to support students with the highest needs.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

This section does not apply based on our status as a charter.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Diego Cooperative Charter School will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers by ensuring access to quality differentiated PD. The distributed leadership team will ensure best practices through observations and feedback as well as team planning. Data will be used to identify areas that need to be supplemented and any teachers in need of further support to best meet the needs of their student population.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Parent and family engagement is at the core of what we do. Our charter is a CoOp and invites and encourages all families to be involved. We do this in a variety of ways all that are encouraging of involvement in ways that are achievable for the family. For example a working family may not be able to volunteer in the class but could help over the weekend. Family engagement in schools sends the message to children that their hard work in school is important and valued. Communication is the key in keeping and encouraging families to be involved. Our teachers send out weekly communications letting families know what is going on and how they can be involved. Additionally, the Board of Directors, Principal and PSA all send out monthly communications to support connectedness and knowledge. Title I literacy support teachers provide reading assessment results to classroom teachers through the year. Teachers then share these results with parents at parent/teacher conferences and through assessment envelopes that are sent home regularly. Parents receive email announcements about school-wide opportunities and events on an ongoing basis.

Additionally, parents participate on a number of parent groups, such as the English Language Advisory Committee (ELAC), the PSA, and the LCAP Advisory Committee. The LCAP is updated annually and reflects numerous parent opportunities for engagement. In fact, this past year 100% of parents felt that they knew how to be engaged at school and felt invited to participate in for the 2018-2019 school year.

During the 2018-2019 school year, parents participated in Monthly Buenos Dias Coffee, provided input through LCAP forums and anonymous online school climate surveys and gave feedback on instructional programs in meeting the needs of all students.

San Diego Cooperative Charter School pledges to review its Parent Involvement Policy at least once a year to ensure that our community feels connected, involved and heard.

San Diego Cooperative Charter School involves parents in the SST process, 504 meetings, and IEP meetings to monitor and improve student outcomes. Parents are invited to attend family events with four project nights through the year, orientation, three annual classroom meetings, ELAC parent meetings and two parent conferences a year.

When possible, fliers, important school documents, and signs are in multiple languages. Any parent may request a translator. The school has recently hired translators for parents speaking Spanish, Tagalog, Japanese, Arabic, and American Sign Language (ASL). The school will make every effort to arrange translation if requested.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:
SDCCS is an Ashoka Changemaker school known for its empathy initiative and changemaking efforts. We make sure to take care of the needs of students starting with an enrollment process that is easy and supportive. Our supports go beyond the school day. We have provided both food and clothing on an ongoing basis. Before and after school programs, as well as three meals a day are available for students. Our community goes out of its way for kids in need and around the holidays, we collect gifts, food, and cash to distribute to families in need of additional support during these challenging times.

The school also provides opportunities to meet with representatives from the medical clinic within walking distance that provides free medical, dental, vision and mental health services to those in the community. We work closely with the County of San Diego as well as our SELPA to provide services to families in need.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We will provide and encourage any opportunity possible for transition meetings whether it be into our school from preschool or out of our school to high school. Many of our transition meetings are with and about our students with special needs to ensure that appropriate services and supports are in place when school begins. However, with that said, we have had transition meetings with students who are LGBTQ, suffering from anxiety, new to the area, and who speak another language. We are happy to hold meetings if it is in service to the student and their positive transition to or away from our school.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

San Diego Cooperative Charter School does not have a GATE program. However, our program provides support for gifted and talented students by design. Our constructivist program offers opportunities for learning without ceilings and support to carry them through that learning. Our school believes greatly that all students should be surrounded by books. We made the decision years ago to build vast classroom libraries that they can access regularly instead of once a week. In our new building we have created a multipurpose library space but we will not take away from classroom libraries as it is a strong belief of our staff. All of our classrooms have technology available to every student and for the last two years we have sent staff to Open Educational Resource Training that has been brought back and taught to our teaching staff.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships  
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement  
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination  
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SDCCS maintained 100% fully credentialed and appropriately assigned teachers. Classes are created by a team of administrators and teachers to ensure that student balance is achieved. New teachers are supported in many ways to ensure that the quality of teaching and learning is consistent across every classroom. New teachers participate in the BTSA induction program. In addition, the Math Coordinator is available for co-teaching and data analysis. Teachers work in grade level teams and administrators do walkthroughs frequently to ensure that instruction is high-quality and consistent from classroom to classroom. In addition, teachers at SDCCS are expected to design, plan, and implement units of study and assessments together with the same materials. All students within a grade level have the same learning materials and access to content: 100% of SDCCS students have access to standards-aligned instructional materials.

New teachers at SDCCS are supported by Admin, Counseling and the Lead Teacher. Teachers are supported throughout their careers at SDCCS and have the opportunity to become Lead Teachers, teach professional development sessions, attend conferences and other opportunities for growth. We are in a constant feedback cycle with our teachers to try to improve practice. Teachers meet with administration yearly to establish goals for the year and revisit previous goals to assess progress. Admin works hard to provide weekly readings as well as a nearly weekly opportunity for PD to support teacher growth related to schoolwide goals and identified areas of growth. Administration collects staff feedback from PD sessions to determine the effectiveness of professional development. School leaders attend steering committee meetings, legal updates, and an annual symposium hosted by the SELPA. School leaders attend charter school conferences to stay updated and expand capacity. Site principals meet with the Executive Director annually to establish goals and review progress on previous goals.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds for each site are allocated from the unduplicated percentage calculation; then the funds follow the students to the school in which each student attends and programs are developed to serve our high needs students.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:
San Diego Cooperative Charter administrative team conducts a full annual analysis of student achievement data including CAASPP, ELPAC, and NWEA MAP assessments. Administration works with lead teachers to identify specific areas of growth related to trends in the data. The school analyzes the achievement of student groups by disaggregating the data. The analysis then drives and informs the upcoming yearly calendar for professional development. Teachers have access to their grade level data and work with administration, their grade level teams, special education providers, and support staff to identify and implement strategies to address lower performing students. Leadership and special education staff attend training by the SELPA and consult with the SELPA professionals to continually improve practices for students with higher needs. The administration, with feedback from the staff, identifies outside resources to further develop teacher capacity such as curriculum, professional consultation/training, and reading materials to support teacher learning. Again, San Diego Cooperative Charter School disaggregates student data by target groups. Teachers track their students who are identified as English Learners, Students with Disabilities, Low-Income Students, and the all other state required unduplicated categories.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funds are allocated to provide supplemental professional development at San Diego Cooperative Charter School. These learning sessions are designed to expand effective teaching strategies in literacy, language development, constructivism, UDL and math for teachers and administrators in order to meet the language and academic needs of all students. Specifically, Title III funds will provide effective professional development to increase English language proficiency and the rate of reclassification. Teachers and administrators will develop deeper understanding of the relationship between the ELD Standards and ELPAC, mathematical practices, and NGSS. Professional development will be provided to teachers and instructional assistants.

New teachers participate in BTSA, with the support of both internal and external mentor teachers. Teachers also participate in weekly grade level planning meetings, weekly staff meetings, bi-weekly morning meetings and vertical content team meetings. All of these meetings allow staff members to participate in safe practice for new instructional strategies, work collaboratively to look at student work, analyze student data by target groups, and grow professionally. Teachers have the opportunity to share with others what they’ve learned. Internal PD often involves Lead Teachers on campus.

Teachers set goals for their own professional development, reflect on their growth throughout the year, and share their next steps as professionals through lesson observation, peer panels, and an overall protocol process. Teachers must show how they move students forward in their learning in the protocol process and reflect on the growth they have made as an educator.

Additionally, the Math Coordinator will guide grade level teams of teachers in deconstructing standards, creating assessments and working backwards to design activities, Math Talks, looking at student work and reviewing the three step program.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Again, teachers disaggregate student target group data to track these students and ensure their success. The majority of the immigrant children and youth at SDCCS are military families that have been living abroad and families that have recently moved to the United States. This is a very small population overall.
SDCCS engages stakeholders in developing goals and strategies (LCAP, ELAC, PSA, and DCS Board of Directors meetings) for addressing professional development, instructional strategies, and assessments to improve English Learner and Immigrant youth outcomes.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.
Multiple programs and supports are in place at San Diego Cooperative Charter School to support its EL population. Programs, such as Read Naturally, Responsive Classroom and Math Talks aide greatly in their English development.

**English Proficiency and Academic Achievement**

**ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

San Diego Cooperative Charter School works carefully to prepare its EL students to achieve the high standards of the CA Common Core State Standards. There has been a historic achievement gap between the school’s English Learners and the overall student population. However, the school continues to disaggregate student data and monitor target group progress to close the gap between these target groups and the overall student population, including its English Learners.

Some of the Title III-EL funds contribute to the Orton Gillingham reading instruction funds to support English Learners with the acquisition of basic and foundational language and reading skills. SDCCS monitors its English Learner progress and will use the new California School Dashboard Report, including English Learner Progress Indicator (ELPI) as some of the data it shares with stakeholders on this endeavor.
Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A