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 School for Entrepreneurship & Technology expects to receive in the coming year from all sources.

The total revenue projected for School for Entrepreneurship & Technology is $2,675,025, of which $2,104,490.00 is Local Control Funding Formula (LCFF), $389,487 is other state funds, $27,639 is local funds, and $153,409 is federal funds. Of the $2,104,490.00 in LCFF Funds, $101,549 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
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.

School for Entrepreneurship & Technology plans to spend $2,485,225 for the 2019-20 school year. Of that amount, $847,000 is tied to actions/services in the LCAP and $1,638,225 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures that are not included in the LCAP include all salaries that are related to the teaching of regular classes. Books and supplies, building maintenance, rent costs, and other costs that do not directly impact improving the stated goals.

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

In 2019-20, School for Entrepreneurship & Technology is projecting it will receive $101,549 based on the enrollment of foster youth, English learner, and low-income students. School for Entrepreneurship & Technology 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, School for Entrepreneurship & Technology plans to spend $123,000 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what School for Entrepreneurship & Technology budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what School for Entrepreneurship & Technology 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, School for Entrepreneurship & Technology's LCAP budgeted $144,000 for planned actions to increase or improve services for high needs students. School for Entrepreneurship & Technology estimates that it will actually spend $153,350 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)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

### LEA Name
School for Entrepreneurship & Technology

### Contact Name and Title
Neil McCurdy Executive Director

### Email and Phone
neil.mccurdy@sethigh.org 858-874-4338

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2017-20 Plan Summary

**The Story**

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

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

The following is a snapshot of our demographics for the 2018/19 school year:

- Num Students: 192
- Socioeconomically Disadvantaged: 34%
- English Learners: 3%
- Students with Disabilities: 34%
- Foster Youth: .5%

- White: 48%
- Hispanic: 32%
- Black or African American: 7%
- Asian: 4%
- Mixed Race: 8%
LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.

Based off of a careful analysis of the strengths and weaknesses of the school program over the past year, including a comprehensive review of school programs done during a mid-cycle WASC visit, the following changes will be instituted in the coming year.

Math is still the primary educational focus because the math abilities of our students as evidenced on the CAASPP are still below where we would like. While we did see growth (34% meet or exceed standards vs 31% in the prior year), the growth is still much lower than we would like. We plan to continue requiring all students in grades 9 through 11 to have a math class during both semesters. We also plan to continue offering two year-long math options for Algebra, Geometry and Algebra 2. Algebra 2 will only be offered as a year-long option. The year-long options provide additional support for students who struggle in math while also giving students more soak time. We will also continue to offer the Flex Math option which was used for remediation.

Science is another academic area that we are watching closely. We have not received the CAST scores as of this writing, but based on student feedback, it would appear that there is a heavy emphasis on Earth Science. We will continue to have Earth Science and Engineering be a required class for our 9th graders.

In terms of the supports that we provide to our students, we will continue offering support classes and continue with our Co-Teaching model, including the use of Academic Coaches and a Life Coach to augment the student/staff ratio.

The 2019/20 school year will have a major modification to the advisory program that promises to provide students with more targeted support. Advisory will now be done in grade-level cohorts with staff who are trained in the specific needs of each grade-level.

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
SET is very proud of the shift in the culture of the school to one of excellence and high standards. The extra supports that SET provided to our students continued this year with some small tweaks to provide even more support. We offered two periods of general support classes, added year-long and extended year-long (double block periods) math options for Algebra 1, Geometry and Algebra 2, and added an ELA support class. We also modified our Passion Period to only include Passion Talks once per month and used the other weekly period for Passion Projects, Help Desk or Advisory. We continued our partnership with Northrop Grumman who provided once/week mentoring for robotics students and fostered a new partnership with Hands On Technology. Our overall SBAC test scores increased this year with ELA increasing from 72% proficient to 77% proficient and Math increasing from 30% to 34%. Our Students with Disabilities saw the biggest increase validating the extra support that we are giving all students who have extra needs. In ELA
the proficiency rates increase from 35% to 67% and in Math from 6% to 33% for this subgroup. Our socioeconomically disadvantaged students also continued to perform well this year, outperforming the general population in ELA by 3% but underperforming by 4% in Math. With our small population of test-takers, though, these swings amount to one or two students performing differently so it is difficult to analyze sub-groups. Our Hispanic sub-group also saw impressive gains relative to the prior year: in ELA, 70% proficient vs 56% and in Math, 30% vs 6%.

In our view one of the most influential factors in determining students’ academic success is time spent under the guidance of teachers. To that end, we utilized restorative justice practices to continue our very low suspension rate of 4.2%.

Since SBAC only tests 11th graders, this year we instituted mandatory pre-tests and post-tests for our Math and English classes and developed a tool to help us track student performance on these tests across classes. Since this is the first year that we have used this tool and since not all students were tested in all subjects, the data will not be a completely accurate reflection of the learning that is occurring in the classroom. The initial look at the data shows promising trends, however. The following shows the average movement that occurred between the pre-test and the post-test for each subject area on a 4.0 scale:

Alg 1
1.72 -> 2.23

Geo
2.15 -> 2.76

Alg 2
2.78 -> 2.74

Eng 9
1.86 -> 2.74

Eng 10
2.33 -> 2.76

Eng 11
2.76 -> 2.96

The one concerning trend was Alg 2 which showed a drop on the post-test. Many of these students also took the CAASPP which revealed a drop all the way to 2.02. We will need to verify alignment of
our internal benchmarking with the CAASPP, but also try to identify if there are other factors that are impacting the lower-than-expected scores on the CAASPP.

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

Referring to the 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

All of the school's indicators were green or blue this year, but we have identified local needs that need to be addressed.

Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent. SET High's chronic absenteeism rate continues to be much higher than we would like (28%). The rate is not a truly accurate reflection of our population because it includes students who only come to school for a few days and then quickly transition out when they realize that we require attendance. Nonetheless, the chronic absenteeism rate is still 20.5% for the students who ended the school year with us. This is despite a focused effort on getting students to school and our school community knowing that attendance was a major factor in our budget shortfall. We also put a lot of emphasis on students going on Independent Study for the days that they missed, but if the work was not completed this still resulted in an absence. We must continue to find ways to get parents and students to value their time here on campus.

Our SBAC scores (especially in Math) are still below where we would like them to be. This was the first year where all 9th, 10th and 11th grade students were required to have a Math class both semesters. We will continue this requirement and will continue to emphasize math education as a critical component of future success. We will also work to do more review of basic math concepts leading up to the CAASPP to help students remember the math that they learned earlier. One potential source of the discrepancy between post-test scores and CAASPP results could be the cumulative nature of the CAASPP relative to the post-test which only included Algebra 2 content.

Another need that was identified this year was a way to engage students during their senior year when they have already met most UC A-G requirements. Starting in Fall of 2019, we now have a deal with Mesa College that allows our students to take up to 3 college courses per semester. This, in addition to adding American Sign Language as another on-campus college course option will increase the rigor of our program while at the same time giving students the incentive (college credit)
to take these additional classes. We have always had a rich array of electives, but some of our students resisted taking them if the classes were not required for graduation or admission to college.

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
We did not have any state indicators that showed that a particular student group performed two or more levels below "all student" performance. The State dashboard is not showing a break-out for our sub-groups so that must mean that we do not have enough students in the sub groups to be statistically significant. Looking at the raw results, however, our Hispanic, Socioeconomically disadvantaged, and students with disabilities all had similar results to our general population.

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

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 Parental Involvement

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Number of parents active in non-mandatory monthly activities associated with the school.</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Harness current energy in the community to mobilize parents to create a Parent Group or PTO. We will continue to encourage parental involvement by having parents and students sign the compact that we created last year. We would like to involve parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer opportunities for students, parents and the community at large to be more involved with the happenings at SET. We would like to see 20 very active parents this year.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>&lt; 10</td>
<td></td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>This year's parent involvement has been unprecedented. Parents have initiated, organized and ran multiple fundraisers, school parties, and all types of events from robotics competitions to gala dinners and field trips. We have had at least 17 parents who were actively involved in critical school areas and had close to 100% parent participation at events like the Fall and Spring exhibition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 parents are actively involved with the board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 parents were actively involved with running the gala</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 parents were actively involved with marketing the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 parents were actively involved with robotics and robotics events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 parent ran the cyber patriots club</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 parents ran the bowling club</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 parents were consistent chaperones and drivers for field trips</td>
<td></td>
</tr>
</tbody>
</table>
**Actions / Services**

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get TV's for den and audio equipment to make recording easy and professional.</td>
<td>We were not as good at doing this this year due to technical issues with the equipment.</td>
<td>4000-4999: Books And Supplies LCFF Base 7000</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.</td>
<td>We have been recording school events and broadcasting via YouTube. All subscribed to our YouTube channel and Facebook receive notifications when new videos are posted. All Passion Talks, Newsday Tuesday Shows (school news channel), and All Roar Meetings (school-wide meetings) are posted on all channels and available for parents to view or stream live.</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to have two exhibitions and monthly parent group meetings.</td>
<td>We had two exhibitions, one in Fall and one in Spring, with</td>
<td>4000-4999: Books And Supplies LCFF Base 2000</td>
<td>4000-4999: Books And Supplies LCFF Base 2000</td>
</tr>
</tbody>
</table>
outstanding attendance by parents and relatives. Parent group Meetings held throughout the school year lead by our community outreach coordinator. In addition, Board Meeting parent attendance has increased by 3-6 parents per meeting.

### 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>Continue to have a Back to School night for the second term.</td>
<td>Because of low attendance for the prior year's Spring Back to School Night, teachers have elected to meet and contact parents individually.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### 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>Have parents sign up with their expertise and the number of hours that they are willing to commit to mentoring students on their passion projects and Saturdays@SET.</td>
<td>Parents have been signing up to lead projects and mentor our students. However, due to poor attendance, Saturday at SET was replaced with individual events, organized by parents, students, and teachers.</td>
<td>4000-4999: Books And Supplies LCFF Supplemental 1000</td>
<td>4000-4999: Books And Supplies LCFF Supplemental 0</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to have parents and students sign a compact that identifies their roles and responsibilities in the education of their child including a request for</td>
<td>Parents and students continue to sign a compact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
support as a potential partner, even if only virtually.

**Action 7**

<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>Make sure that class and school activities are being documented and information is constantly being sent to and updated in social media.</td>
<td>School and class activities are being documented and information is sent to parents and students via email and through social media. Some parents have requested more forewarning about events so we will continue to work on this. Website was redesigned to provide better access to the calendar so we will use this as the primary notification tool about upcoming events with emails serving only as a reminder and for narrative purposes.</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

**Action 8**

<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>Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents. Have calendars be updated appropriately and have calendars easy to view on website. Improve parent portal on website to make it easy for parents to find important information immediately. This is still an area of concern raised by parents.</td>
<td>Calendars were regularly updated. Announcements were sent via email and social media. Calendar updated on our website and notifications of events sent to parents in a timely manner. As above, this is still an area that needs improvement.</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>
**Action 9**

<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>Harness current energy and mobilize parents to create a Parent Group or a PTO.</td>
<td>We continue to mobilize parents and students. Parents have worked together in groups, but a PTO was not formed. Incoming parents have expressed a desire to form a PTO so it may happen next year.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

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

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

Parental involvement certainly increased this year and we had incredible support from parents who volunteered huge amounts of time to help us with critical school needs.

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

The parental support exceeded our expectations and so the specific actions/services were neglected as we worked to find ways to utilize and support the parents who were volunteering so much time. Going forward, though, we need to continue with the specified actions/services because we need to make sure to still engage the majority of parents who were only loosely involved with the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have excess money to spend on non-mission-critical needs.

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 primary change will be to re-emphasize the need to focus on basic communication that is required to engage the majority of our parents. We became complacent with the silent majority because we felt that there was ample parent involvement.
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

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2016-2017 by 10% in ELA and 20% in Math.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA and Math scoring proficient and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior year's baseline in ELA and a 20% increase over the prior year's baseline in Math. Did not meet in 2017-18 so we will try again.</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>ELA: 68%, Math: 32%</td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

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

Action 1
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:
* All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math.
* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year.
* Double-block versions of Algebra, Geometry and Algebra 2 will be offered.

### Action 2

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

**Actual Actions/Services**
Special education supported by in-house staff with team of co-teachers and academic coaches, helping SPED and non-SPED students with their academic needs.

**Budgeted Expenditures**
1000-1999: Certificated Personnel Salaries Special Education 350000

**Estimated Actual Expenditures**
1000-1999: Certificated Personnel Salaries Special Education 323750

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### Action 4

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

**Actual Actions/Services**
Continued having a Life Coach who made sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

**Budgeted Expenditures**
- 2000-2999: Classified Personnel Salaries LCFF Supplemental 30000

**Estimated Actual Expenditures**
- 2000-2999: Classified Personnel Salaries LCFF Supplemental 27750

### Action 5

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

**Actual Actions/Services**
We have used NewsELA to do constant assessments of students to make sure that we have data that can drive instruction, but our math teachers did not find that Renaissance math was an effective tool. They made use of Kahn academy, a free resource, instead.

**Budgeted Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Base 10000

**Estimated Actual Expenditures**
- 4000-4999: Books And Supplies LCFF Base 9250

### Action 6

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

**Actual Actions/Services**
Support classes were offered mostly for ELA because students who struggle in math were in double-block math classes.

**Budgeted Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Base 16000

**Estimated Actual Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Base 14800

### Action 6

**Planned Actions/Services**
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics and

**Actual Actions/Services**
All subjects, except for Chemistry that did not happen due to scheduling conflict and number of eligible students, have been

**Budgeted Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Base 62500

**Estimated Actual Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Base 57812
Chemistry will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team offered as year-long classes. Thus ensuring adequate time was provided.

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written. Also include double-block version of Geometry and Algebra 2 for students who struggle.</td>
<td>Double-block of all three math classes were offered</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 37500</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 34687</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue remedial writing course for students who have below grade-level writing skills.</td>
<td>We have continued to offer remedial writing course for students who have below grade-level writing skills.</td>
<td>Funded in other line item or goal 1000-1999: Certificated Personnel Salaries Special Education</td>
<td>Funded in other line item or goal 1000-1999: Certificated Personnel Salaries Special Education</td>
</tr>
</tbody>
</table>

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue use of NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.</td>
<td>Continued to use of NewsELA across the humanities curriculum for targeted reading and writing support using primary sources.</td>
<td>4000-4999: Books And Supplies LCFF Base 3250</td>
<td>4000-4999: Books And Supplies LCFF Base 3250</td>
</tr>
</tbody>
</table>

### Action 10
Action 11

**Planned Actions/Services**

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

**Actual Actions/Services**

This year, period 4 was a year long class in all disciplines, and year-long courses were offered not only for Math and Sciences, but also for humanities.

**Expenditures**

We purchased the licence but Math teachers did not utilize it. Will cancel next year.

<table>
<thead>
<tr>
<th>Purchase Renaissance Math licence for every student and utilize in course and out of course to support math education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies LCFF Base 5000</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.

The additional supports that we provide do appear to be working as evidenced by the increase in CAASPP scores. We were hoping to see much more growth in Math and will continue to have this be a major area of focus.

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

Each of the actions/services were critical in terms of giving the students the additional support that they need in order to succeed academically. The one exception is the Renaissance Math tool which we will not be using going forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All salaries were reduced by 7.5% due to budget cuts.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are two modifications that we will be making. First, the ELA Support class was not an effective use of our English teacher. Students who need ELA support can get support from the general support class instead.
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

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassification rate and percent EL students able to access full curriculum.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19

For existing English Language Learners, students will increase by at least one performance level

Baseline

We have nine returning EL students. Seven of the nine are eligible to increase one performance level.

There were 5 EL students last year. All 5 were able to access the full curriculum. 3 graduated and 2 of the 3 would have been reclassified had the results arrived prior to graduation. The 2 who returned are also SPED students and may have other reasons for not being reclassified that have nothing to do with language acquisition. Our board has recently approved new reclassification guidelines that allows the whole education team to determine if a student should be reclassified in either direction.

Actions / Services

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.

We continue to require Help Desk for targeted students. The help desk is provided before and after school, and lunch-time help desk was added this year.

**1000-1999: Certificated Personnel Salaries LCFF Base**

25000

1000-1999: Certificated Personnel Salaries LCFF Base

23125

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with existing Academic Coaches to help all students with their classwork.</td>
<td>We have the same number of Academic Coaches, who continue to help all students with their classwork.</td>
<td>2000-2999: Classified Personnel Salaries LCFF Supplemental 110000</td>
<td>2000-2999: Classified Personnel Salaries LCFF Supplemental 122600</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.</td>
<td>We continue to employ a Life Coach who makes sure that students are on track for graduation and making appropriate choices throughout the school day and beyond. In addition to this, all teachers have been trained and instructed how to analyze student historical data and make sure students are on track with their graduation progress.</td>
<td>funded in other goal</td>
<td></td>
</tr>
</tbody>
</table>

**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>Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.</td>
<td>We have successfully added time to both, staff meetings and PDs for a discussion on EL students.</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Supplemental 1000</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Supplemental 1000</td>
</tr>
</tbody>
</table>

**Action 5**

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>
Analysis

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

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

SET High has a very small EL population and it is important for us to not to be complacent with this population because of its small size. We have implemented new policies this year that will help us serve the population better. In addition to adopting the aforementioned reclassification policy that allows the whole education team to use alternate methods for determining EL status, we have also instituted new in-take policies that immediately identify potential EL students and have them immediately referred to the EL teacher.

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

The supports for the EL students are certainly in place. The new reclassification policy was adopted which will help students going forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries were cut by 7.5% across the board due to budget cuts. Academic coach salaries were under budgeted because of 7 hour work days instead of 6 hour work days.

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.

One of the major changes that we will be making next year is the ability for EL students to receive EL training in any period. This will allow for more scheduling flexibility.
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

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of units that seniors graduate with.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Graduates will average 55 units in 2018/2019</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>44 is the minimum number of units required for graduation.</td>
<td>Our graduates reached an average of 53 units. We are a little short of our desired 55, but over half of our students graduated with more than 55 units. This is extremely impressive considering that the required number of units to graduate is 44.</td>
</tr>
</tbody>
</table>

Actions / Services

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Students must take a full load of academically rich classes even if they do not need the classes for graduation. Students were taking full load of academically rich classes even if they did not need the classes for graduation. We have added a number of interesting new electives, and students are more and more opting to take additional classes.

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent study classes will only be offered in extremely rare situations where there are no other options.</td>
<td>Only three students were offered Independent study classes due to conflict in schedule.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will encourage students to take a rich variety of courses that go above and beyond the baseline UC A-G classes.</td>
<td>Rich variety of courses were offered and students were encouraged to take them. This year our elective offerings included: BioTech, SpaceScience, Earth Science and Engineering, Robotics, SysAdmin, Computer Science, Documentary Design, Drama, three art classes, Guitar, Leadership, Marketing, Strength of Mind and Body, Big History and World Religions.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Utilize Academic Coaches and Life Coach to provide the support and motivation that students need</td>
<td>We continue to employ and utilize the help of Academic Coaches and the Life Coach.</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
</tbody>
</table>
to find success in academically rich classes.

### 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>Continue offering teacher-led help desks before and after school and during lunch.</td>
<td>Continued offering teacher-led help desks before and after school and during lunch.</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a community college English 101 class for dual credit. Also offer English 205 and English 49a.</td>
<td>We offered community college English 101 and 205 classes for dual credit.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

<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>Move Passion Talks and Passion Projects to special time of the day that can be used on an as-needed basis.</td>
<td>We moved Passion Talks and Passion Projects to be every Wednesday during the &quot;flex&quot; time.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF Base 15000</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue adding new classes. New VAPA class and Marketing class to be added for 2018/19.</td>
<td>Nine new classes were added this year, including the new VAPA and Marketing classes.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF Base 20000</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF Base 20000</td>
</tr>
</tbody>
</table>

### Action 9
<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>Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From parent feedback, this needs a higher focus this year.</td>
<td>According to parent feedback, the PowerSchool was updated on a regular basis, and even though communication from teachers is one of the pillars of our school culture, communication between teachers and parents has improved. This still an ongoing area of concern, though, because some parents felt that some teachers were not communicative enough.</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

**Action 10**

<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>11th and 12th graders will have an opportunity to work on a senior project that is an enhanced Passion Project. They will meet with mentors during Passion Project time but will have undirected time during a period during the day to work on a big project that will culminate in a senior project.</td>
<td>Several of our seniors have completed their final Senior Passion Projects. These projects were demonstrated during the Spring Exhibition with a full house audience. We have determined that the passion project process needs to be formalized because previously self-directed seniors found it hard to be self-motivated when there were not clear expectations.</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

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

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

The number of courses that are offered and the emphasis on having students go well above and beyond the minimum requirements expected for admission to college continues to be an area that we do well as a school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The individual action items each help us achieve the goal of having students graduate with more units. We expect this to increase next year when we have more community college offerings for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will be adding an on-site college American Sign Language class and our students will have more access to community college classes next year. In addition we plan to formalize the Passion Project time and to have dedicated space and supervision for these projects.
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 5**

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 6: School Climate (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension rate, tardies, and truancies</td>
<td>18-19</td>
<td>Maintain low suspension rate. Decrease tardies. Chronic absenteeism is covered in another goal so is removed from here. The suspension rate remained low and actually dropped a little to 4.2%. We do not have a hard measure for tardies, but other than beginning of the day tardies that remain a frustration for all teachers, with only a few exceptions, students were generally in class and in class on time.</td>
</tr>
</tbody>
</table>

**Baseline**

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

Suspension rate down to 4.8% in 2016/17 and chronic absenteeism flat at 24%.

**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>Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.</td>
<td>We continue with Life Coach who ensured that students are making good choices and getting to classes on time. There is a general feeling among staff that the consequences should be more severe for the few students who stretch the rules.</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.</td>
<td>We have implemented Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes. After a successful PD, teachers embraced the practice, which was successfully transferred to students in a classroom setting.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Continue with Academic Coaches who provide support for academic classes.</td>
<td>We continue with Academic Coaches who provide support for academic classes</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
<tr>
<td>Action 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Continue with lunch detention to provide incentives to students for following school rules. Adopt a policy that all teachers can agree on because we had challenges</td>
<td>We held lunch detention throughout the year to provide incentives to students for following school rules. We adopted a policy that all teachers agreed on</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
</tbody>
</table>
with some teachers being overly strict and others being overly lax.

because we had challenges with some teachers being overly strict and others being overly lax. The staff will need to address the effectiveness of lunch detention at the start of the school year and work to come up with solutions to make sure that students are attending lunch detention.

**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>Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled earlier in the year.</td>
<td>We had a successful College-visit day on April 11. We visited local 4-year and community colleges, and visited two UC schools outside the San Diego County.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Action 6**

<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>Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.</td>
<td>Leadership: SET style and Strength of Mind/Body were both implemented in both semesters.</td>
<td>N/A 1000-1999: Certificated Personnel Salaries LCFF Base 70000</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 64750</td>
</tr>
</tbody>
</table>

1000-1999: Certificated Personnel Salaries LCFF Base 64750
Analysis

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

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

This continues to be a major strength of the school. There is an open dialog between staff and students and students work hard to maintain the culture of the school. It is not uncommon to have multiple reports from students about another student's misbehavior delivered to multiple staff members. A major success this year was the buy-in among the staff of Restorative Practices and the adoption of the "every kid is you student even if they are not in your class" mantra. There were still hiccoughs as is want to happen on a high school campus, but relative to previous years, the students came to school to learn and spent most of their days doing exactly that.

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

Each of the actions was essential to us achieving and maintaining our goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries were reduced by 7.5% because of across the board budget cuts.

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

We will maintain the actions because each is essential to us maintaining the goal. In the coming year we will track the lunch detention figures to help us see trends towards lowered tardiness. We want to be careful about establishing lunch detention goals, however, because we don't want staff to be deterred from using it. We would expect to see higher rates of detention in the beginning of the year, but as students modify behavior to avoid detention, the detention rate should decline. High detention rates is not necessarily a bad thing, initially, though.
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 6

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</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>College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.</td>
<td>45% of our graduates took the SAT. This is compared to 18% in the prior year. 90% of our graduates met UC A-G requirements, representing a 20% increase.</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>A 15% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Approximately 75% of the graduating class of 2017 were UC A-G compliant</td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Continue Ready Set College but have all staff participate in helping students get to college during the advisory period.

Ready Set College was implemented by all teachers in their advisory classes. All staff participated in helping students get to college during the advisory period.

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to using Naviance for Ready Set College.</td>
<td>We no longer use Naviance because the common app serves most of our needs</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

2000-2999: Classified Personnel Salaries LCFF Base 30000

2000-2999: Classified Personnel Salaries LCFF Base 27750

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer PSAT 8/9 and PSAT to all freshmen and sophomores.</td>
<td>PSAT 8/9 and PSAT was administered to all freshmen and sophomores</td>
<td>4000-4999: Books And Supplies LCFF Base 2500</td>
<td>4000-4999: Books And Supplies LCFF Base 2500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to institute a culture of test prep throughout the school but also do test prep in class by using tools like NewsELA and Renaissance Math</td>
<td>We continued to institute a culture of test prep throughout the school but also prepped in class by using tools like NewsELA and Kahn Academy. We did not use Renaissance Math.</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Encourage SAT/ACT completion | Teachers and administrators encouraged and pushed students to complete SAT/ACT testing. We need to do better at this, though, and have plans to offer SAT test prep during help desk next year. | N/A

Analysis

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

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

The college going culture has certainly increased this year with many more students being eligible for 4 year college. We still have the majority of our graduates planning to attend community college, but that is mostly because of family finances and the free-tuition carrot offered by the Promise program.

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

Except for the Naviance action, the remaining actions are all necessary components of creating a college going culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All salaries were reduced by 7.5% due to paycuts.

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.

Rather than distributing college counseling across multiple advisors, next year we will have an individual staff member who will not have his/her own advisory and will instead work with the 12th graders during the Fall and with the 11th graders during the Spring. We will also be offering SAT prep during one of the after school help desks.
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 7
Increase student attendance rates.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate and Chronic Absenteeism rate</td>
<td></td>
<td>The chronic absenteeism rate increased to 26.6% this year. The more realistic absenteeism rate that only includes students who ended the year with us is 20.5%, but that number is also way too high. Our ADA remains at 93% despite efforts to raise it.</td>
</tr>
<tr>
<td>18-19</td>
<td>Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.</td>
<td>93% ADA and 24% chronic absenteeism</td>
</tr>
</tbody>
</table>

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Increase strength of school connectedness to educate and involve parents of students in identified subgroups.

We have worked on increasing strength of school connectedness, and have been working on involving and better communicating with parents of students in identified groups. There is no doubt that students want to be at school and like to be at our school, but this does not necessarily translate into consistent attendance. A day off every week seems to be acceptable to many of our parents which means that the students are ok with it as well.

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc. We will try to do this again this year.</td>
<td>We have been recognizing students' perfect attendance and rewarding them with special school recognition awards. We will continue to do this. In addition to this, we have been using sports as an incentive to improvement in academics and attendance. In order to keep playing a particular sport, students had to prove they are able to keep their grades up and have good attendance. For that reason, we have added new sports that students expressed interest in having.</td>
<td>0000: Unrestricted LCFF Base 1000</td>
<td>0000: Unrestricted LCFF Base 50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.

**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>Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.</td>
<td>We continue to employ Academic Coaches who help students with classwork</td>
<td>Funded in other line item or goal</td>
<td></td>
</tr>
</tbody>
</table>
Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words, force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students’ lives. We have been encouraging and mandating that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words, force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students’ lives. This has been helpful as long as the students care about their grades. The students claim to love their teachers and will even quote life-changing statements that their teachers have made, but they will still be ok with failing that teacher’s class. We need to fix this mentality.

Action 7

<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>Calculate chronic absenteeism on a monthly basis and issue written/verbal/face-to-face warnings to parents as appropriate.</td>
<td>We have been issuing warnings to parents of students with chronic absenteeism and have done home visits. The child returns the following day, but is then absent again.</td>
<td>2000-2999: Classified Personnel Salaries LCFF Base 3000</td>
<td>2000-2999: Classified Personnel Salaries LCFF Base 1000</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.

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a goal that we have been unable to meet despite our best efforts. We were sure that creating an environment where students wanted to be would solve the chronic absenteeism problem, but even for students who love being at our school, missing school has somehow become an acceptable practice in their families. We will continue to educate parents on this matter and will continue to threaten school removal, but removing a child is akin to giving up on a child. We will continue to find ways that make school be the place where students want to be.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions that we have taken are useful for other purposes, but they have had no effect on reducing chronic absenteeism.</td>
<td></td>
</tr>
</tbody>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Expenditure Differences</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>We did not have the budget to support giving rewards to the students for good attendance. The students who are habitually absent would never have a chance to achieve the awards anyway, so the incentives would not help solve the underlying problem.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Change Description</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>We plan to make the school an even more attractive place to be by having a multimedia lab, movie studio, and maker space available for students to use for their independent projects. We will be using high-end equipment as the carrot to have students want to be at school. This will likely only help with the high achieving students, but hopefully the cool things that these students will be working on will rub off on the others.</td>
<td></td>
</tr>
</tbody>
</table>
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 8

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>funding dollars received, number of partnerships</td>
<td>We have been partnering with companies and community members in a multitude of ways, including education partnerships, fundraisers, community events, etc.</td>
<td>We have maintained our partnership with Northrop Grumman and added a new one with HandsOnTechnology. Our new goal will be to add at least one major partnership per year and to maintain the current partnerships. The net partnerships will increase by at least one every year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baseline</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring in more community partners and continue to nurture current partnerships.</td>
<td></td>
</tr>
</tbody>
</table>

| Baseline | This new goal does not have a prior year stated baseline in which to gauge. Will look upon this year as baseline for coming years |

Actions / Services

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Staff will look to find ways to partner with other educational institutions to increase rich offerings to students.

Our teachers have been partnering with companies and organizations throughout the year, with more partnerships expected next year. These include biotech company with our biotech class, Non profit "Burundi and friends where our students volunteered, HandsOnTechnology that we partnered with during science expo. We also maintained our partnership with Northrop Grumman.

<table>
<thead>
<tr>
<th>Action 2</th>
<th></th>
<th></th>
<th></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>Staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.</td>
<td>Staff fostered a relationship with HandsOnTechnology and had 8 Passion Talk speakers who represented various local organizations.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th></th>
<th></th>
<th></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>Staff will continue alliances with local middle school partners.</td>
<td>Staff met with 5 middle schools and has plans to work with one of them on robotics mentoring, rocketry mentoring and potentially science fair participation.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>
Analysis

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

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

We maintained our relationship with Northrop Grumman and were able to involve roughly 10 engineers in two community robotics events that were hosted at our school. We also managed to forge a relationship with HandsOnTechnology that gave our students a forum to display their entrepreneurship talents and interest. There are now middle schools that are interested in working with our high school students so we will be working to increase the strength of those relationships.

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

The actions were helpful in forcing the staff to think about partnerships, but we need to specifically identify staff categories that would be responsible for reaching out to the community so that more staff members see this as a job responsibility that they can take on.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

We will be naming categories of staff who will be responsible for reaching out to community partners so that the entire staff takes ownership of this responsibility.
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 9**

State and/or Local Priorities addressed by this goal:

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

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly agenda items for discussion, annual reporting</td>
<td>Goal 9 was deleted, but still shows up here.</td>
<td></td>
</tr>
</tbody>
</table>

**Actions / Services**

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

**Action 1**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5800: Professional/Consulting Services And Operating Expenditures</th>
</tr>
</thead>
</table>

**Action 2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5000-5999: Services And Other Operating Expenditures</th>
</tr>
</thead>
</table>

**Action 3**
## Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 10

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year: 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?

SET High engages in a continual process of reflection to improve student outcomes and to improve the services that are provided at the school. All stakeholders are able to meet with any of the school staff in a timely manner if they have questions or concerns and forms for reporting incidents are readily available. Class projects have culminated in the creation of physical tools for giving feedback and complements to staff. These were created as student projects, though, and have not endured. We need to have something like this endure. Every meeting/email with parents, students, and staff has a component of asking and reflecting on what we can do better.

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

Aug-June, 2018/19: Ongoing discussions with staff about best ways to improve school.
March, 2019: LCAP and WASC specific PD with staff to discuss progress towards goals, and new goals for upcoming years.
June, 2019, SET administered LCAP survey to school staff, parents, and students.
May 2019: Parents and board participated in open forums to discuss needs and suggested areas of school-wide development.
June 26, 2019: SET Board of Directors approved LCAP

SET has provided ongoing opportunities to engage all stakeholders in the development of the LCAP
SET has administered LCAP surveys to parents, students and staff soliciting both likert scale and qualitative data.

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

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

As a result of stakeholder input some of the goals were adjusted. For example, parent feedback about the timeliness of communications and the lack of detail on calendar items has led to an action on Goal 1 to adjust the process of informing parents about events to include the pertinent details on the calendar and to only use email for narrative text about an event. Similarly, parent feedback led to a goal to include more structure for Passion Projects with a staff member who is responsible for monitoring the progress of long-term projects.
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>Modified Goal</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 1
Increase Parental Involvement

State and/or Local Priorities addressed by this goal:

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

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of parents active in non-mandatory monthly activities associated with the school.</td>
<td>&lt; 10</td>
<td>The school will encourage parental involvement by creating a compact with parents. We would like to involve parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer</td>
<td>Harness current energy in the community to mobilize parents to create a Parent Group or PTO. We will continue to encourage parental involvement by having parents and students sign the compact that we created last year. We would like to involve parents as</td>
<td>Continue to harness current energy in the community to mobilize new parents to join our Parent Group or PTO. We will continue to encourage parental involvement by having parents and students sign the compact that we created last year. We would like to involve</td>
</tr>
</tbody>
</table>
opportunities for students, parents and the community at large to be more involved with the happenings at SET. If we could get 20 parents to serve as mentors, that would be fantastic. We will specifically reach out to students in subgroups.

parents as mentors and partners in the passion projects that students will be working on as well as Saturdays@SET. Which will offer opportunities for students, parents and the community at large to be more involved with the happenings at SET. We would like to see 20 very active parents this year.

### Planned Actions / Services

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

#### Action 1

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

<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>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>
Select from New, Modified, or Unchanged for 2017-18
Modified Action

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

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

2018-19 Actions/Services
Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually. Get TV's for den and A/V equipment to make recording easy and professional.

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

2019-20 Actions/Services
Get TV's for den and A/V equipment to make recording easy and professional.

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>4000</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>7000</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>7000</td>
<td>Locally Defined</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)

All
[Add Students to be Served selection here]

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

[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)

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 Span)
### Actions/Services

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

### 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>Budget Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</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)

- All

- [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)

- [Add Students to be Served selection here]

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

- Schoolwide

- [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

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

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>2000</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>2000</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>2000</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 4

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

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

- All
  - [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)

- [Add Students to be Served selection here]

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

- Schoolwide
  - [Add Scope of Services selection here]

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

- [Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services
Add a second Back to School night for the second term.

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

Modified Action

2018-19 Actions/Services
Continue to have a Back to School night for the second term.

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

Modified Action

2019-20 Actions/Services
Make the spring term back-to-school night be by-appointment-only for parents who want to meet the new teachers. It is important for parents to have an opportunity to meet new teachers and learn the class expectations, but since BTSN in the Spring Term was lightly attended, this new format will be a more efficient use of time for both parents and staff.

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>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</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)

- All

[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)

[Add Students to be Served selection here]

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

- Schoolwide

[Add Scope of Services selection here]

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

[Add Location(s) selection here]
### Actions/Services

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

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

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

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

Have parents commit to mentoring a group of students (could be their own) in the students' passion. This could happen off-site or on-site.

### 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>1000</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</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 6

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

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

- All  
  [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)

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

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

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

- **New Action**
- **Modified Action**
- **Unchanged Action**

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

### Budgeted Expenditures

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

- All

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### 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>Budget Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</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)

- [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))

- Schoolwide
  - [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

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

- New Action

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

- Modified Action

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

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

This is still an area of concern raised by parents.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Action 9

All

OR

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

Actions/Services

New Action

Modified Action

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

Harness current parent energy and encourage parents to create a PTO/Parent Group that is separate from the school but supportive of the school.

Budgeted Expenditures

| Amount | 0 | 0 |
### Goals, Actions, & Services

**Strategic Planning Details and Accountability**

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Modified Goal</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

#### Goal 2

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2018-2019 by 10% in ELA and 20% in Math. Modified for 19/20 to maintain current year (18/19) percentages for ELA. Also modified to include science test goals once we receive the CAST scores for the 18/19 year.

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

**State Priorities:**  
- Priority 1: Basic (Conditions of Learning)  
- Priority 2: State Standards (Conditions of Learning)  
- Priority 4: Pupil Achievement (Pupil Outcomes)  
- Priority 7: Course Access (Conditions of Learning)

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measurable Outcomes

<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>SBAC ELA and Math scoring proficient and above</td>
<td>ELA: 68%, Math: 32%</td>
<td>Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior</td>
<td>Increase the percentage of students scoring proficient and above on annual SBAC assessment in math and language. A 10% increase over prior</td>
<td>Maintain current proficiency levels in SBAC assessment for ELA but increase Math proficiency by 20% over prior year's baseline. Also establish a</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

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

- All
- [Add Students to be Served selection here]
- [Add Location(s) selection here]

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]
- Schoolwide
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

#### 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
  - Unchanged Action
- 2019-20 Actions/Services
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen:
* All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.
* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math.
* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year.
* Math support pullout during advisory time.
* Implement data analytic strategies to determine appropriate LEAP (Learning & Educational Action Plan) for each student.

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>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td>Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</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 |
| [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] |
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] | Schoolwide | [Add Location(s) selection here] |

[Add Scope of Services selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

<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>215000</td>
<td>350000</td>
<td>350000</td>
</tr>
<tr>
<td>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

Action 3

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

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

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

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

- **Unchanged Action**
- **Modified Action**

### 2017-18 Actions/Services
A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

### 2018-19 Actions/Services
Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

### 2019-20 Actions/Services
Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

### Budgeted Expenditures

<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>30000</td>
<td>30000</td>
<td>40000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
</tbody>
</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>All</td>
<td></td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]

[Add Location(s) selection here]

**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>All</td>
<td>Schoolwide</td>
<td></td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]

[Add Location(s) selection here]

#### Actions/Services

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

- Unchanged Action
- Modified Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

Continue using NewsELA to do constant assessments of students to make sure that we have data that can drive instruction, but use Kahn Academy instead of Renaissance Math for that purpose in Math.
### 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>10000</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>10000</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>10000</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</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)

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

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

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

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schoolwide</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td></td>
</tr>
<tr>
<td>Unchanged Action</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td></td>
</tr>
</tbody>
</table>
Continue remedial math course and ELA courses now called math support and ela support.

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

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

### Budgeted Expenditures

<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>17500</td>
<td>16000</td>
<td>7500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>Title I</td>
</tr>
</tbody>
</table>

### Action 6

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

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

- All
- [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)

- [Add Students to be Served selection here]

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

- Schoolwide
- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Modified Action
### 2017-18 Actions/Services
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

### 2018-19 Actions/Services
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

### 2019-20 Actions/Services
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>62500</td>
<td>26250</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>Title I</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)

- All
- [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)

- [Add Students to be Served selection here]

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

- Schoolwide
- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

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

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

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

2017-18 Actions/Services
Continue with double-block pre-algebra/algebra year-long class for students who are really behind in Math. This was implemented in 2016/17 but after LCAP was written.

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

2019-20 Actions/Services
Continue with double-block Algebra, Geometry and Algebra 2 for students who struggle.

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>12500</td>
<td>37500</td>
<td>37500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</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
Students with Disabilities
[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)

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

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

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

- **New Action**
- **Unchanged Action**
- **Modified Action**

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

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

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

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

### 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>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</table>

### Action 9

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

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

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

**OR**

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

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

- **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**

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<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>3250</td>
<td>3250</td>
<td>3250</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></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 10

- **All**  
  [Add Students to be Served selection here]  
  [Add Location(s) selection here]

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

### Actions/Services

- **New Action**
- **Modified Action**

- **Purchase Renaissance Math licence for every student and utilize in course and out of course to support math education.**
- **Switch to Kahn Academy for additional math support.**
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>5000</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 11**

- All
  - [Add Students to be Served selection here]
  - [Add Location(s) selection here]

  **OR**

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

**Actions/Services**

- New Action
- Unchanged Action

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

**Budgeted Expenditures**

**Action 12**

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

  **OR**

- English Learners
- Schoolwide

**Actions/Services**

- New Action
EL support can be given by EL teacher during any one of her English classes thanks to the co-teaching model and our teachers' abilities to give individualized attention.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Covered in other line item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>

**Action 13**

- **All**
  - [Add Students to be Served selection here]
  - [Add Location(s) selection here]

**OR**

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

**Actions/Services**

- New Action

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14000</td>
<td>Title II</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

Teacher PD throughout the year covering topics like Restorative Practices, Autism Training, Working with EL Students, Providing Support for Students with High ACE Scores.
## Goals, Actions, & Services

**Strategic Planning Details and Accountability**

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

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

| Unchanged Goal |

## Goal 3

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

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

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

### Identified Need:

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

### Expected Annual Measurable Outcomes

<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>Reclassification rate and percent EL students able to access full curriculum.</td>
<td>We have nine returning EL students. Seven of the nine are eligible to increase one performance level.</td>
<td>All English Language Learners will increase by at least one performance level and will have access to curriculum within first year of being part of SET.</td>
<td>For existing English Language Learners, students will increase by at least one performance level</td>
<td>For existing English Language Learners, students will increase by at least one performance level</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><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></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>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></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>English Learners</td>
<td>Schoolwide</td>
<td></td>
</tr>
</tbody>
</table>

#### Actions/Services

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

- Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.</td>
</tr>
</tbody>
</table>

- Unchanged Action

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.</td>
</tr>
</tbody>
</table>

- Unchanged Action

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.</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>
<tbody>
<tr>
<td>Amount</td>
<td>25000</td>
<td>25000</td>
<td>25000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[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))

Schoolwide

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

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>110000</td>
<td>63000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
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<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>16000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</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)

[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))

Schoolwide

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


**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services
Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>funded in other goal</td>
<td>funded in other goal</td>
<td>funded in other goal</td>
</tr>
</tbody>
</table>

**Action 4**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Schoolwide

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

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

<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>4000</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
</tbody>
</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
  - [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

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

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

### Actions/Services

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

- **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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

- SET will utilize newly adopted EL reclassification system to reclassify students potentially using other data in conjunction with ELPAC scores.
### 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>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
</tbody>
</table>

### Action 6

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

English Learners

Schoolwide

### Actions/Services

New Action

SET will look at formerly reclassified students to make sure that they were correctly reclassified and should not still be EL based on data allowable in the newly adopted reclassification guidelines.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 7

[Add Students to be Served selection here]

[Add Location(s) selection here]
New Action

Quickly identify incoming EL students by using home language survey and CALPADS data. Make sure that the EL teacher is immediately notified and place the student in any one of the EL teacher’s English classes even if that student is also in another grade-level English class taught by another English teacher.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></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)

| Unchanged Goal |

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 

Identified Need:

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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of units that seniors graduate with.</td>
<td>44 is the minimum number of units required for graduation.</td>
<td>Graduates will average 48 units in 2017/2018.</td>
<td>Graduates will average 55 units in 2018/2019</td>
<td>Graduates will average 55 units in 2019/2020</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><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></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>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]

OR

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

[Add Scope of Services selection here]

### Actions/Services

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

<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>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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

### 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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></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>
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>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Action 3

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

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

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

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

**Actions/Services**

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

- New Action

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

- Modified Action

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

- Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

We will encourage students to take a rich variety of courses that go above and beyond the baseline UC A-G classes including Mesa College classes that students above the age of 16 can take free of charge.

### 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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</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>
<tr>
<td>All</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>
## Actions/Services

**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)

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

### OR

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

**Actions/Services**

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

- Unchanged Action

2017-18 Actions/Services

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

### OR

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Funded in other line item or goal</td>
</tr>
<tr>
<td>2018-19</td>
<td>Funded in other line item or goal</td>
</tr>
<tr>
<td>2019-20</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</table>

**Action 5**

**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)

<table>
<thead>
<tr>
<th>All</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><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Funded in other line item or goal</td>
</tr>
<tr>
<td>2018-19</td>
<td>Funded in other line item or goal</td>
</tr>
<tr>
<td>2019-20</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</table>

**Action 6**

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

**Students to be Served:**

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

| All | [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)

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]
**Actions/Services**

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

New Action

Modified Action

2017-18 Actions/Services

Offer a community college English 101 class for dual credit.

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

Modified Action

2018-19 Actions/Services

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

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

Modified Action

2019-20 Actions/Services

Continue to offer a community college English 101 and English 205 classes. In addition, this year, offer a community college American Sign Language class.

**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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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)

All

[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)

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18

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

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

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

### Budgeted Expenditures

<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>15000</td>
<td>15000</td>
<td>15000</td>
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<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</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)

[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)

**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

2017-18 Actions/Services
Add a rich array of classes like Leadership: SET Style, Strength of Mind/Body, Leadership: Apprentice style, Lenses of Leadership, SET UP for outreach, Improv, and many more to increase students’ Success Readiness Levels.

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

2019-20 Actions/Services
Continue adding new classes. New Startup Dot Com class, art-based Marketing class, Spanish Literature, Global Studies, Green Science and Debunking Disney class will be added.

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>7250</td>
<td>20000</td>
<td>80000</td>
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<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

Action 9
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

All

[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]
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>Schoolwide [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

- New Action

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

- Modified Action

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

- Unchanged Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From parent feedback, this needs a higher focus this year.

#### 2019-20 Actions/Services

Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From parent feedback, this needs a higher focus this year.

### 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>Budget Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Action 10

All

- [Add Students to be Served selection here]

- [Add Location(s) selection here]

**OR**

- [Add Students to be Served selection here]

- Schoolwide [Add Scope of Services selection here]

- [Add Location(s) selection here]
11th and 12th graders will have an opportunity to work on a senior project that is an enhanced Passion Project. They will meet with mentors during Passion Project time but will have undirected time during a period during the day to work on a big project that will culminate in a senior project.

**Budgeted Expenditures**

| Amount | n/a | n/a |

**Action 11**

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

**Actions/Services**

Schoolwide

**New Action**

New Passion Project Multimedia, studio and maker space will be added with high-end equipment to encourage students to work on Passion Projects. In addition a staff member will monitor the projects to provide continuous feedback on long-term projects.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>30000</td>
<td>Locally Defined</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>10000</td>
<td>Title IV</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 5

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 6: School Climate (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

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

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>Suspension rate, tardies, and truancies</td>
<td>Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.</td>
<td>Decrease out-of-school suspension rate, decrease tardies and truancies, and increase academic performance from baseline established in 2016/17.</td>
<td>Maintain low suspension rate. Decrease tardies. Chronic absenteeism is covered in another goal so is removed from here.</td>
<td>Maintain low suspension rate. Decrease tardies.</td>
</tr>
</tbody>
</table>
## Planned Actions / Services

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

### Action 1

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

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

- All
  - [Add Students to be Served selection here]
  - [Add Location(s) selection here]

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]
  - Schoolwide
    - [Add Scope of Services selection here]
  - [Add Location(s) selection here]

### Actions/Services

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

- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged Action
  - 2018-19 Actions/Services

- Select from New, Modified, or Unchanged for 2019-20
  - Unchanged Action
  - 2019-20 Actions/Services
Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.

---

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></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
  - [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)

- [Add Students to be Served selection here]

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

- Schoolwide
  - [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- New Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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)

- All  
- [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)

- [Add Students to be Served selection here]

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

- Schoolwide  
- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

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

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

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

**2017-18 Actions/Services**  
Continue with Academic Coaches who provide support for academic classes.

**2018-19 Actions/Services**  
Continue with Academic Coaches who provide support for academic classes.

**2019-20 Actions/Services**  
Continue with Academic Coaches who provide support for academic classes.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</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>
<tr>
<td>All</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
<td></td>
<td></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>Unchanged Action</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</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)

| All [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)

[Add Students to be Served selection here]

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

Schoolwide [Add Scope of Services selection here]

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

[Add Location(s) selection here]

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

**Modified Action**

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

**Modified Action**

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

**Unchanged Action**

### 2017-18 Actions/Services
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego.

### 2018-19 Actions/Services
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled earlier in the year.

### 2019-20 Actions/Services
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled during the first semester so that the day is also available to college bound seniors.

### 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>Budget</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Action 6**

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>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- 2017-18 Actions/Services: Unchanged Action

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

- 2018-19 Actions/Services: Unchanged Action

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

- 2019-20 Actions/Services: Unchanged Action

**Budgeted Expenditures**

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

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

Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.
<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>70000</td>
<td>70000</td>
<td>70000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Amount</td>
<td>70000</td>
<td>70000</td>
<td>70000</td>
</tr>
</tbody>
</table>

**Action 7**

<table>
<thead>
<tr>
<th>Action</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>All</td>
</tr>
</tbody>
</table>

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

OR

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

**Actions/Services**

New Action

Start to monitor lunch detention rates so that we can get a sense of how detention influences tardiness.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>n/a</th>
</tr>
</thead>
</table>
**Goals, Actions, & Services**

**Strategic Planning Details and Accountability**

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

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

Unchanged Goal

---

**Goal 6**

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

---

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

---

**Identified Need:**

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

---

**Expected Annual Measurable Outcomes**

<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>College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.</td>
<td>Approximately 75% of the graduating class of 2017 were UC A-G compliant</td>
<td>A 10% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.</td>
<td>A 15% increase in the number of students who are college ready (UC A-G) above the baseline established in 2016-2017.</td>
<td>Maintain the current 90% of students who are college ready (UC A-G). We would love to see this number at 100% but that is an unrealistic expectation for some of our students</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>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</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>Implementation of the CollegeSET program, including hiring a part-time college counselor and/or use a hybrid model blending internal faculty and outside experts.</td>
<td>Continue Ready Set College but have all staff participate in helping students get to college during the advisory period.</td>
<td>Continue Ready Set College but have a designated staff member who is the official college counselor and have that staff member not have an advisory so that</td>
</tr>
</tbody>
</table>
he/she can spend Fall with 12th grade and Spring with 11th grade.

### 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>30000</td>
<td>LCFF Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>30000</td>
<td>LCFF Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>5000</td>
<td>LCFF Base</td>
<td>2000-2999: Classified Personnel Salaries</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
  - [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)

- [Add Students to be Served selection here]

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

- Schoolwide
  - [Add Scope of Services selection here]

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

- [Add Location(s) selection here]
Implementation of Journeys, Naviance and other resources through the CollegeSET program.

Return to using Naviance for Ready Set College.

Implement Cohort Advisories, with each teacher highly effective and expert in helping students in college preparations for that specific age group. For example, teaches in a Junior Cohort will be working with juniors and helping prepare/complete all necessary steps.

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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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)

| All | [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)

| [Add Students to be Served selection here] |

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

| Schoolwide | [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| 2017-18 Actions/Services |

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

| 2018-19 Actions/Services |

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

| 2019-20 Actions/Services |

Unchanged Action

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

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>2500</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</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 4

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

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

All
[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)

[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services
Continue to institute a culture of test prep throughout the school.

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

Modified Action

2018-19 Actions/Services
Continue to institute a culture of test prep throughout the school but also do test prep

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

Modified Action

2019-20 Actions/Services
Continue to institute a culture of test prep throughout the school but also do test prep
in class by using tools like NewsELA and Renaissance Math

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</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)

- All
  - [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)

- [Add Students to be Served selection here]

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

- Schoolwide
  - [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

- Encourage SAT/ACT completion

**2019-20 Actions/Services**

- Encourage SAT/ACT completion
### 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>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Action 6

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

**OR**

Schoolwide

### Actions/Services

New Action

Provide after-school SAT test-prep during help-desk. This will be run like a club where students and a staff member work on SAT problems together.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 7
Increase student attendance rates.

State and/or Local Priorities addressed by this goal:

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

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

Expected Annual Measurable Outcomes

<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>Attendance rate and Chronic Absenteeism rate</td>
<td>93% ADA and 24% chronic absenteeism</td>
<td>Increase ADA to 95% and decrease non-health related chronic absenteeism by 50%</td>
<td>Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.</td>
<td>Decrease the number of students missing 16 days or more each year by 10% from original baseline. Increase ADA by 1% point to reach 94%.</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 [Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>Schoolwide [Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</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 | [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)  

| [Add Students to be Served selection here] |

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

| Schoolwide | [Add Scope of Services selection here] |

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

[Add Location(s) selection here]

**Actions/Services**

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

| Unchanged Action |

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

| Unchanged Action |

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

| Modified Action |

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

**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>1000</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</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)

- All
- [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)

- [Add Students to be Served selection here]

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

- Schoolwide
- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
<td>Funded in other line item or goal</td>
</tr>
</tbody>
</table>

Action 4

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

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

<table>
<thead>
<tr>
<th>Action 4</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</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>Action 4</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>

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

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures
In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No extra cost</td>
<td>No extra cost</td>
<td>No extra cost</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 6**

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

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

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
</tr>
</tbody>
</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)

**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)

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<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

Unchanged Action

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

**Budgeted Expenditures**

---

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

Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No extra cost</td>
<td>No extra cost</td>
<td>No extra cost</td>
</tr>
</tbody>
</table>

### Action 7

**All**

**OR**

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

### Actions/Services

- New Action
- Calculate chronic absenteeism on a monthly basis and issue written/verbal/face-to-face warnings to parents as appropriate.
- Calculate chronic absenteeism on a monthly basis and issue written/verbal/face-to-face warnings to parents as appropriate.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>3000</th>
<th>3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>

### Action 8

**All**

- [Add Students to be Served selection here]

**OR**

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

Create multi-media lab, studio and maker space so that school has better equipment and more fun toys than anywhere else, thus getting students to come to school.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
</tr>
<tr>
<td>funded in other line item</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 8**

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

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

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

**Identified Need:**

**Expected Annual Measurable Outcomes**

<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>funding dollars received, number of partnerships</td>
<td>This new goal does not have a prior year stated baseline in which to gauge. Will look upon this year as baseline for coming years</td>
<td>We would like to increase our community outreach and collaborations with external civic stakeholders to better address systemic-wide education issues.</td>
<td>Bring in more community partners and continue to nurture current partnerships.</td>
<td>Increase net community partnerships by 1.</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 [Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>Schoolwide [Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</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>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>New Action</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

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

Staff will look to find ways to partner with other educational institutions to increase rich offerings to students.
### Action 2

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 [Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>Schoolwide [Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

- **2017-18 Actions/Services**
  - The board will develop a grant-writing focus to explore grants with local foundations and corporations.

- **2018-19 Actions/Services**
  - Staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.

- **2019-20 Actions/Services**
  - "Teachers" and other staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.

### 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>Budget</td>
<td>5800: Professional/Consulting</td>
<td>5800: Professional/Consulting</td>
<td>5800: Professional/Consulting</td>
</tr>
<tr>
<td>Reference</td>
<td>Services And Operating Expenditures</td>
<td>Services And Operating Expenditures</td>
<td>Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 3
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>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>
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</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>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
<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

<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>The board will continue to conduct outreach for the newly established MindSET Education Council to work with local middle school and civic partners to enhance dialogue on education best practices.</td>
<td>Staff will continue alliances with local middle school partners.</td>
<td>Staff will continue alliances with local middle school partners.</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td></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)

| Goal 9 |

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

| State Priorities: |

| Local Priorities: |

| Identified Need: |

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
</table>

<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>Monthly agenda items for discussion, annual reporting</td>
<td></td>
<td></td>
<td>We strive to continue to be a leader in board governance best practices to better enhance our efforts on student outcomes.</td>
<td>Deleted goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Actions / Services</th>
</tr>
</thead>
</table>

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: |

Page 121 of 151
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

<table>
<thead>
<tr>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

OR

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

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
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</table>

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

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

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

### 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>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures</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>Location(s):</th>
</tr>
</thead>
<tbody>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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</tr>
</tbody>
</table>

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

### Actions/Services

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

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

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

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

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

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

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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</tr>
</tbody>
</table>

#### Action 3

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

**Actions/Services**

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

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

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

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

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

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Budget Reference</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

The board will conduct an Ethics and Accountability Assessment (to be done annually) led by a consultant/facilitator.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 10

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

| Verified Need: |

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 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>$101549</td>
<td>5.07%</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).

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

**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>$137703</td>
<td>7%</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).

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

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$142,382</td>
<td>6.67%</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).
Our academic coach salaries and a portion of the Life Coach's salary are paid for out of supplemental grant funds. The Life Coach spends at least 5 hours/day interacting with and encouraging students who fall into the unduplicated actuals category. These include conversations about academics, home and future plans including college. The Life Coach often times gives rides to/from school when needed and even buys the students food for lunch. The Academic Coaches spend the majority of their day helping students who fall into the unduplicated actuals category inside the classroom. In many cases, though, their day and their service to these students goes well beyond the classroom. The academic coaches help with communicating with parents and often times are the school's bridge to the parents. Academic Coaches have also gone above and beyond to help certain students get to college and in one case were 100% responsible for the student being able to get accepted into college.

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

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

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

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

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

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

Instructions: Linked Table of Contents

- Plan Summary
- Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Planned Actions/Services
- Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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
Implement actions include specific groups, etc.

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 Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

**Students to be Served**

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

**Scope of Service**

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

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

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

Location(s)

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

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

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

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

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

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

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

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

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

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

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

1. The number of 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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* Totals based on expenditure amounts in goal and annual update sections.
### Total Expenditures by Object Type and Funding Source

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* Totals based on expenditure amounts in goal and annual update sections.
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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**
School for Entrepreneurship & Technology

**CDS Code:**
3768 3380 122 788

**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 I, PART D**
  Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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

- **TITLE IV, PART A**
  Student Support and Academic Enrichment Grants

*(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.

Title 1

One of the highest priorities at SET is improving math performance. The SBAC scores in math continue to be low. They do beat the State Average, but just barely. The scores for our Title 1 students track closely with that of the general population. The federal funds will primarily be used to offset the costs of providing three double-block year-long math classes. The students who are in those classes are effectively getting double the instruction time and that means that those teachers cannot be teaching other students during that time. With an estimated annual salary of a Math teacher calculated at $70k, the cost per class is $8750. The three classes cost $26,250. In addition, we offer a support class to students who need extra time during the day to work on homework or for those students who need extra help. The support class is one period being delivered at a cost of $7500. The total estimated cost of Title 1 services is $33,750.

Both support options are heavily utilized by our struggling students, many of whom are socioeconomically disadvantaged.

Title 2

8 full days of professional development during the summer and an additional 9 days of 2.5 PD sessions will be completed. Approximately 15 staff members earning an average of $60k w/ benefits translates to $4838 per day of work. The full cost of PD during the summer is $38,709, with an additional $13,607 of PD during the school year. The cost of the PD sessions that are offered during the year which cover topics like Restorative Practices, Autism Training, Working with EL Students, Providing Support for Students with High ACE Scores, will be partially covered by the Title 2 funds that SET receives (approx $5000).

Title 4

SET expects to receive $10,000 in Title 4 funds. There are many examples of additional educational experiences that SET provides to our students to give them access to a more well rounded education. We have Passion Talks, Passion Projects, access to mentors from multiple organizations, mandatory Strength of Mind and Body, technology and leadership classes. The title 4 funds are used to support the staff member who runs the Multi-media/Maker Space where students have a space and tools to work on their Passion Projects.

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 federal funds that we receive are not enough to pay for a full time employee, so we use the federal funds to augment the services provided by staff who receive the bulk of their salaries from other programs. The enhanced services provide benefit to both Title 1 students and other students who struggle academically.

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>
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<tr>
<th>ESSA SECTION</th>
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<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.

Overuse in Discipline Practices that Remove Students from the Classroom

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<th>ESSA SECTION</th>
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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).

Career Technical and Work-based Opportunities

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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.
TITLE II, PART A

Title II, Part A Activities

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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.
TITLE III, PART A

Parent, Family, and Community Engagement

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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
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.

The poverty criteria is based on a student being eligible for the Free and Reduced Lunch program. The criteria used for determining eligibility is based on the guidelines provided each year by the California Department of Education. Direct certification is also used when available. There is only one school in the LEA so that one school determines eligibility after enrolling the student.
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:

Each educator hired is required to have the appropriate state teaching credentials and have met or exceeded teaching experience expectations. Teachers are hired based on their passion for students, their experience, and their ability to create and maintain a safe, positive, and successful learning environment. Teachers are observed at random throughout the school year to ensure the highest quality of education for all students. New teachers are hired on a probationary basis and, like all of our teachers, are at-will employees and understand they can be let go without cause or their contract not renewed, if necessary. Lesson plans, student projects, classroom management, and aggregated student grade data are observed and assessed throughout the school year to ensure all students are receiving the highest level of education possible. Each teacher is responsible for providing evidence of improvements in student achievement throughout the course and show efforts made to communicate with students and their parents/guardians for those who are struggling, at-risk, and to praise success. All students have an equal chance of receiving any teacher on campus, regardless of academic ability, income, socioeconomic status or race.

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:

To implement effective parent and family engagement, we will continue to inform families and the community of all calendar events at SET. Monthly meetings will be held between administration and families. These meetings will be in addition to informal meetings that are held with staff members who all have an open-door policy. Parents are kept abreast of school events and news through emails. All parents are strongly encouraged to attend the major community events such as the Fall and Spring exhibitions and the Fall Open House.

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:**

The small school, family nature of SET makes it nearly impossible for students to cover up stressors that occur outside of school. Often times the staff notices a problem before the student has even walked through the door and the student is immediately asked why they are looking sad. Private conversations immediately follow if the student is not forthcoming but the staff member still believes that something is amiss. There is immediate follow-up with parents (if appropriate), administration, the school psychologist and potentially therapists. If outside services are needed and the parent is not equipped to utilize those services, our staff will consult with organizations such as SAY San Diego, local homeless shelters, or Child Protective Services to ensure that the student has the support that is needed. The school has extra food to make sure that the students do not go hungry.

There is no official program for this and these services are all provided by every staff member. The admin team consisting of the Principal, Vice Principal and Director of Special Education are the primary points of contact for any student issues of this type. Those three staff members know every student and know the student family situations.

**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:**

For students who are homeless or who become homeless, SET provides the same supports listed above. We have worked with homeless shelters to make sure that the student has a bed, we provide free bus cards to make sure that students can get to school, and we have extended hours to help the students get their homework done. We also provide our students with a free laptop and make accommodations to assignment as necessary if access to WiFi is limited, for example. The homeless policy for the school makes clear that the homeless status of a student is kept confidential among staff members. In addition, if students are unable to fill out or provide enrollment paperwork because of homelessness, the school does not deny admission.

**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:**
All of the students at SET have access to community college classes. Three are taught on campus and for those which are taken off-campus, the community college is within walking distance or is serviceable via bus routes. All Title 1 students are eligible for free bus passes. The Promise program (free community college for 2 years) is heavily promoted on our campus and any students who need assistance or motivation to apply are provided the help that they need. The whole staff is amazingly giving of their time and personal money when it comes to providing and finding opportunities for these students.

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:

The school has a tool that has been developed expressly for bringing the talents of our most impressive students to the foreground. We have always been able to identify academically gifted students through the use of grades and GPA calculations. Now we can also identify students who are leaders on and off campus.
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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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.
TITLE II, PART A

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:

SET High has 8 full days of professional development during the summer to prepare for the new school year. In addition, there are 9 days of 2.5 hour professional development (one each month) throughout the school year. The topics covered in Professional Development range from trainings on Restorative Practices to understanding Autism to discussions about the special needs of socioeconomically disadvantaged children.

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:

There is only one school in the LEA so all funds will go to that one school

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:

SET High will continue to engage all stakeholders when making decisions. Teachers, students, and parents/guardians all have a forum to communicate suggestions for improvement either anonymously, in private meetings, or in public group meetings, including but not limited to, board meetings, student meetings, and parent meetings. When making decisions about the programs to offer or to change, evidence-based criteria are used for making the determination. Input is solicited but the decisions to act are made by either the professional staff at the school or, when there is debate, by the board after careful consideration of the data presented by school personnel and the public.
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:

EL population is too small to qualify.

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:

EL population is too small to qualify.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EL population is too small to qualify.

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:

EL population is too small to qualify.
TITLE IV, PART A

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:

One of the hallmarks of SET High is the well-rounded education that it provides to students. In addition to the UC A-G classes that are required for graduation, SET has a rich array of electives and community college courses that students are encouraged to take. As discussed in the LCAP, the number of units required to graduate is 44, but more than 50% of our graduates graduated with 55 units or more in 18/19.

We are always looking for ways for students to become more involved in the community and to engage with partners. We have a system for goal-setting and tracking student achievement in our SLOs: SETUP: Social Responsibility, Effective Leadership, Tenacity and Grit, Uncertainty as Opportunity, Passion, Purpose and Performance. This, along with Passion Projects, encourages students to not only be well-rounded academically, but also in their extra-curricular activities.

Two of our required Freshman classes are Strength of Mind & Body and Leadership. Both classes take students through a path of self-discovery where both mind and body health are analyzed and explored. There is a big emphasis on students finding their true, authentic selves.

Every student is given a lap top at our school and they are expected to use it for most assignments. A technology credit is required for graduation and there are many technology-based classes to choose from: Computer Science, Robotics, Space Science, Bio Tech, Green Science, etc.

Also, as discussed in the LCAP, we have a rich relationship with Northrop Grumman, a local company that provides many mentoring opportunities for our students. New this year, too, is a relationship with HandsOnTechnology. We also have established a partnership with Mesa College which allows our students to take up to three classes per semester free of charge.

Students are encouraged to go well beyond the 15 hours of community service that is required by the State of California and are given a special honor at graduation if they complete 150 hours. An additional honor is bestowed on those who complete 300 hours More than 50% of our students received this honor in 18/19.