

2019-20 LCAP Annual Update

2019-20 Annual Update

LEA Name

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Bert Corona Charter Middle
School

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

Goal 1

Increase Student Achievement

Basic Services

A. The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;

C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: The quality of teachers has an impact on student success. Bert Corona MS promotes student success by

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule

19-20

100%

Baseline

100%

100% of teachers fully credentialed and appropriately assigned.

Metric/Indicator

Teacher Rosters

19-20

100%

Baseline

100%

100% of teachers and students had access to standards- aligned curricular and instructional materials

Expected

Actual

<p>Metric/Indicator Professional Development</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards- aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p>
<p>Metric/Indicator Evidence of Classroom Materials, Purchase Orders</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Pupils at Bert Corona Charter MS have 100% access to the standards-aligned instructional materials;</p>
<p>Metric/Indicator School facilities are maintained in good repair.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>
<p>Metric/Indicator</p>	
	<p>Teacher turnover (50% core content teachers form 18-19 to 19- 20). Ensure teacher retention is increased.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Annual review of teacher credentials and other 		<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>

certifications-Bert Corona MS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Bert Corona MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom

LCFF Supplemental and Concentration \$481,000

LCFF Supplemental and Concentration \$463,776

- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse , Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances- Human Resources.
- Whetstone Observation and Evaluation Process for teacher growthWhetstone Observation and Evaluation Process for

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 Local Control Funding Formula (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.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are: English Language Arts=Common Core State Standards (CCSS) for English Language Arts Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

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 5: Pupil Engagement (Engagement)

Local Priorities: Conditions of Learning

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Language Arts	All: 16.76% EL: 0.00

Expected

Actual

19-20
All: 16.76%

EL: 0.00
Latino: 16.98
SED: 16.72
SWD: 2.60

Baseline
>10%

Latino: 16.98
SED: 16.72
SWD: 2.60

Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points) no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Due to Pandemic alternative measures.

Metric/Indicator
Mathematics

19-20
All: 11.44%

EL: 0.00
Latino: 11.23
SED:
SWD: 1.30

Baseline
>10%

All: 11.44%

EL: 0.00
Latino: 11.23
SED:
SWD: 1.30

Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 Points)no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.

Metric/Indicator
English Language Development

19-20
Reclassification-14.9%

Baseline
>5%

Reclassification 14.9% The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.

Metric/Indicator
Career Technical Education

19-20
100%

Baseline
100%

100% of students had access to Graphic Art and Design & film- making electives provided by industry specialist and LA Community college partnerships.

Metric/Indicator

100% of 8th grade students had access to a CCSS Health Course.

Expected

Actual

Health Education

19-20
100%

Baseline
100%

Metric/Indicator
Physical Education

19-20
100%

Baseline
100%

Metric/Indicator
Next Generation Science

19-20
All: 5.68%

EL: 0.00
Latino: 5.92
SED: 5.22
SWD: 0.00

Baseline
100%

Metric/Indicator
Visual and Performing Arts

19-20
100%

Baseline
100%

Metric/Indicator
Textbooks, materials

19-20
100%

100% of students had access to a robust appropriate middle school PE program.

All: 5.68%
EL: 0.00
Latino: 5.92
SED: 5.22
SWD: 0.00

100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.

All students were provided textbooks or e-textbooks for all subject areas.

Expected

Actual

<p>Baseline 100%</p>	
<p>Metric/Indicator Professional Development-Curriculum design and implementation</p> <p>19-20 100%</p> <p>Baseline 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p>Metric/Indicator Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p>19-20 i-Ready results ELA: 15% Math: 5%</p> <p>Baseline 100%</p>	<p>i-Ready results ELA: 15% Math: 5%</p> <p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>
<p>Metric/Indicator Decrease the Number of long-term English Learners</p> <p>Baseline CAASPP</p>	<p>Reclassification 14.9% to Pandemic no SBAC scores were available</p>
<p>Metric/Indicator Monitor and provide services to Foster Care students</p> <p>19-20 8%</p> <p>Baseline CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p>Metric/Indicator Monitor and increase support for Students with Disability</p> <p>19-20 8%</p> <p>Baseline CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>

Expected

Metric/Indicator

Use of technology in the classroom to support differentiated instruction

19-20

8%

Baseline

CAASPP

Actual

All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development, Counseling, support from Operations</p> <ul style="list-style-type: none"> • Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science • Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver 		<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$182,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$174,806</p>

appropriate professional development.

- Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.
- Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.

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 Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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Goal 3

Goal 3: Knowing that parents serve a critical role in a students’ success, Bert Corona Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child’s school life.

Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- 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

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: Engagement

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Active participation in School Advisory Council

19-20

> 75%

Baseline

> 75%

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.

Metric/Indicator

Attend informational meetings

19-20

> 75%

Baseline

> 75%

>75% of parents attended a school informational meeting.

Expected

Metric/Indicator

Provide parent access to opportunities for participation and input on decision-making

19-20

100%

Baseline

100%

Metric/Indicator

At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.

19-20

At least 85%

Baseline

At least 85%

Metric/Indicator

95% will attend parent-teacher conference

19-20

95%

Baseline

95%

Actual

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.

The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.

95% of parent participated in one or both parent conferences held during the 2019-20 school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will provide multiple opportunities for parent involvement in school life and ease of homeschool communication; and ensure continued parent representation in decision-making at all levels of school operations.		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$68,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$67,816

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). 66% of all learners at Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona Charter with significant deficiencies in ELA.

Analysis

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Goal 4

Goal 4: Bert Corona Charter School MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.
 Pupil Achievement as measure by all of the following
 Statewide assessments
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
 English Learners who make progress toward English proficiency
 The English learner reclassification rate
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Local Priorities: Pupil Outcomes

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Statewide assessments

19-20

> 11%

Baseline

Increase English Language Arts and Mathematics SBAC results

No SBAC Results for 19-20 due to Pandemic.

Metric/Indicator

Build understanding and expertise through research-based professional development

19-20

100%

Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning

Expected

Actual

<p>Baseline Teacher participation</p>
<p>Metric/Indicator English Language Arts- Proficiency</p> <p>19-20 All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p>Baseline CAASPP</p>
<p>Metric/Indicator Mathematics Proficiency</p> <p>19-20 All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p>Baseline CAASPP</p>
<p>Metric/Indicator EL Proficiency</p> <p>19-20 Reclassification rate 14.9%</p> <p>Baseline CAASPP/ELPAC</p>
<p>Metric/Indicator EL Reclassification</p>

<p>All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p>All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p>14.9% Reclassification CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.</p>
<p>Reclassification rate 14.9% CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative</p>

Expected

19-20
 Reclassification rate 14.9%
Baseline
 CAASPP/ELPAC

Actual

assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.

Actions / Services

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of</p>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,959</p>

English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction,

intervention support,
enrichment and progress
monitoring with ELD
Profile and retell
assessments

Analysis

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Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Monitor attendance monitoring

19-20

96.%

Baseline

95%

Maintain attendance rate of 96.%. The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.

Metric/Indicator

Provide PD on primary cause of lower academic achievement

19-20

95%

Baseline

95%

Completed during YPICS Total Professional Development Days.

Metric/Indicator

Every student received Social-Emotional Learning Training through the Advisory Period.

Expected

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

19-20
100%

Baseline
100%

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> • Program Coordinator and Attendance Manager will monitor student 		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,732</p>

attendance and communicate with families.

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

Analysis

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Goal 6

Priority 6: School Climate

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: School Climate

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Monitor attendance monitoring

19-20

96%

Baseline

95%

96% Attendance Manager will monitor student attendance and communicate with families.

Metric/Indicator

Provide PD on primary cause of lower academic achievement

19-20

95%

95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

Expected

Baseline
95%

Metric/Indicator

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

19-20
100%

Baseline
100%

Actual

100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.

Actions / Services

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$48,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$32,511</p>

Provide multi-tiered system of support

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

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 Local Control Funding Formula (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.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

Goal 7

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
 Programs and services developed and provided to unduplicated pupils; and
 Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

19-20
100%

Baseline
100%

Metric/Indicator

Positive Behavior Interventions and Supports (PBIS) implementation

19-20

100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.

100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

Expected

Actual

<p>100%</p> <p>Baseline 100%</p>	
<p>Metric/Indicator Multi-tiered System of Support (MTSS)</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>>95% Use of Mutli-tier schoolwide program (MTSS)</p>
<p>Metric/Indicator Equity and access to all course offerings Enrollment/Transcripts</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% student transcripts verify participation in course offerings.</p>
<p>Metric/Indicator Response to Instruction and Intervention</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.</p>

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).



1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000

1000-1999, 3000-3999 LCFF Supplemental and Concentration \$12,922

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 Local Control Funding Formula (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.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Multi-Tiered System of Support

19-20

100%

Baseline

100%

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.

Metric/Indicator

Professional Development Support

19-20

100%

Baseline

100%

Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.

19-20

1

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research based language programs. Provide Career Pathways, Project based learning leadership College and Career Indicators		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$12,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$13,071

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 Local Control Funding Formula (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.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Instructions:

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.

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.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

2019-20 LCAP Annual Update Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	879,000.00	842,593.00
LCFF Supplemental and Concentration	879,000.00	842,593.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	48,000.00	32,511.00
1000-1999, 3000-3999	11,000.00	12,922.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	48,000.00	32,511.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	11,000.00	12,922.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	481,000.00	463,776.00
Goal 2	182,000.00	174,806.00
Goal 3	68,000.00	67,816.00
Goal 4	45,000.00	45,959.00
Goal 5	32,000.00	31,732.00
Goal 6	48,000.00	32,511.00
Goal 7	11,000.00	12,922.00
Goal 8	12,000.00	13,071.00

* Totals based on expenditure amounts in goal and annual update sections.