

2019-20 LCAP Annual Update

2019-20 Annual Update

LEA Name

Contact Name and Title

Email and Phone

Bert Corona Charter High 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

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

- A. The quality of teachers has an impact on student success. Bert Corona Charter HS 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 Charter HS 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: State Priorities: Basic Services

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona Charter HS 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 student had access to standards- aligned curricular and instructional materials

Expected

Actual

Metric/Indicator
Professional Development

19-20
100%

Baseline
100%

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before 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

Metric/Indicator
Evidence of Classroom Materials, Purchase Orders

19-20
100%

Baseline
100%

Pupils at Bert Corona Charter HS have 100% access to the standards-aligned instructional materials

Metric/Indicator
School facilities are maintained in good repair.

19-20
100%

Baseline
100%

Facility inspection documents reflect that the facilities are maintained and in good repair.

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
Annual review of teacher credentials and other certifications- Bert Corona HS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review		1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,600	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,570

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 HS
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

- 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 A-G core curriculum in the 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 growth
Whetstone Observation and Evaluation Process for

Analysis

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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

100% Due to Pandemic alternative measures.

Expected

Actual

<p>19-20 >8%</p> <p>Baseline >5%</p>	
<p>Metric/Indicator Mathematics</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>100% Due to Pandemic alternative measures.</p>
<p>Metric/Indicator English Language Development</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>The expected outcome is an overall increase of at least 10% 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.</p>
<p>Metric/Indicator Career Technical Education</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students had access to Graphic Art and Design & film- making electives provided by industry specialist and LA Community college partnerships. A-G course offerings</p>
<p>Metric/Indicator Health Education</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students had access to a CCSS Health Course. A-G course offerings</p>
<p>Metric/Indicator Physical Education</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students had access to a robust appropriate HS school PE program. State requirement.</p>

Expected

Actual

<p>Metric/Indicator Next Generation Science</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students have access to A-G Science courses required for graduation and transferring to colleges and universities.</p>
<p>Metric/Indicator Visual and Performing Arts</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students have access to A-G Visual and Performing Arts courses required for graduation and transferring to colleges and universities.</p>
<p>Metric/Indicator World Language</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students have access to A-G World Language-Spanish courses required for graduation and transferring to colleges and universities.</p>
<p>Metric/Indicator Textbooks, materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p>Metric/Indicator Professional Development-Curriculum design and implementation</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p>Metric/Indicator Professional Development- Curriculum design and implementation</p> <p>19-20 100%</p>	<p>Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC) Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>

Expected

Actual

<p>Baseline 100% Participation</p>	
<p>Metric/Indicator Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p>19-20 100%</p> <p>Baseline CAASPP</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>19-20 10%</p> <p>Baseline CAASPP</p>	<p>Due 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 provide services for Students with Disabilities</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>
<p>Metric/Indicator Use of technology in the classroom to support differentiated instruction</p> <p>19-20 8%</p> <p>Baseline CAASPP</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>

Expected

Metric/Indicator

Use of technology in the classroom to support differentiated instruction

19-20

5%

Baseline

CAASPP/Proficiency

Actual

Technology in the classroom including, but not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000 and other programs.

Actions / Services

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development, Counseling, support from Operations ? 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 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</p>		<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$204,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$156,748</p>

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

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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 HS strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life.

Parent 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

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 SSC, ELAC

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% of parents attended a school informational meeting.

Expected

> 75%

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.

85% of parent participated in at least one school event each year held during the 2019-20 school year

95% of parents attended parent--teacher student led conferenes

Actions / Services

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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 home-school communication; and ensure continued parent		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$66,100	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$66,105

representation in decision-making at all levels of school operations.

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Goal 4

Goal 4: Bert Corona Charter HS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

A.Statewide assessments

B.Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

C.English Learners who make progress toward English proficiency

D.The English learner reclassification rate

E.Students who have passed an advanced placement examination

F.Subsequent assessment of college preparedness

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

No SBAC Results for 19-20 due to Pandemic.

Expected

Actual

19-20
> 11%
Baseline
Increase English Language Arts and Mathematics SBAC results

Metric/Indicator
Build understanding and expertise through research-based professional development
19-20
100%
Baseline
Teacher participation

Metric/Indicator
English Language Arts- Proficiency
19-20
10 points
Baseline
CAASPP

Metric/Indicator
Mathematics
Proficiency
19-20
10 points
Baseline
CAASPP

Metric/Indicator
EL Proficiency
19-20
10 points
Baseline
CAASPP/ELPAC

Metric/Indicator
EL Reclassification
19-20
5%

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

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

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

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.

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. Teachers worked collaborative to meet the needs of our reclassified students and English language learners

Expected

Actual

Baseline
CAASPP/ELPAC

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>Bert Corona Charter HS will provide 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 English Learners and research based practices, and to use the</p>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$22,853</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$16,943</p>

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: Pupil Engagement

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Monitor attendance monitoring

19-20

95%

Baseline

95%

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

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

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

Expected

Actual

19-20

100%

Baseline

100%

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> <ul style="list-style-type: none"> Attendance Manager will monitor student attendance and communicate with families. 		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733

- 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: Pupil Suspension rates;

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Monitor attendance monitoring

19-20

95%

Baseline

95%

95% Attendance Manager will monitor student attendance and communicate with families.

Metric/Indicator

Provide PD on primary cause of lower academic achievement

19-20

95%

Baseline

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

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

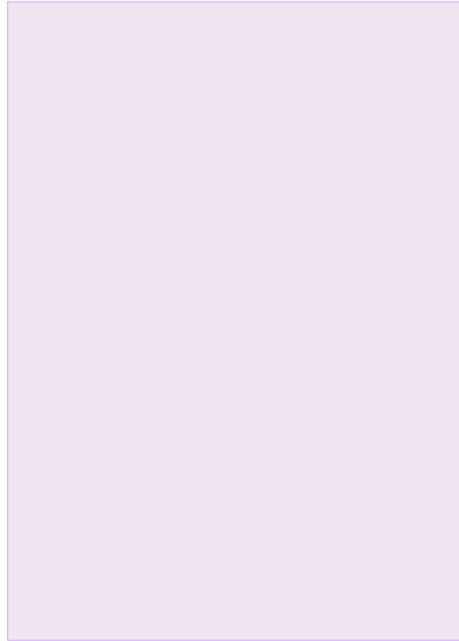
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Action 1

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<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 \$53,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$52,969</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

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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.

19-20
100%

Baseline
100%

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.

Metric/Indicator

Positive Behavior Interventions and Supports (PBIS) implementation

19-20
100%

Baseline
100%

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

Expected

Actual

<p>Metric/Indicator Multi-tiered System of Support (MTSS)</p> <p>19-20 100%</p> <p>Baseline 100%</p>
<p>Metric/Indicator Equity and access to all course offerings Enrollment/Transcripts</p> <p>19-20 100%</p> <p>Baseline 100%</p>
<p>Metric/Indicator Equity and access to all course offerings Enrollment/ Transcripts</p> <p>19-20 100%</p> <p>Baseline 100%</p>
<p>Metric/Indicator Response to Instruction and Intervention</p> <p>19-20 100%</p> <p>Baseline 100%</p>

<p>>95% Use of Mutli-tier schoolwide program (MTSS)</p>
<p>100% student transcripts verify participation in course offerings. A-G Course List</p>
<p>Equity and access to all course offerings Enrollment/ Transcripts</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 \$3,488

1000-1999, 3000-3999 LCFF Supplemental and Concentration \$3,488

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: Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Multi-Tiered System of Support</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>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.</p>
<p>Metric/Indicator Professional Development Support</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Trained teachers and administrators to use data to drive decision- making through monthly data conferences—adaptive technology to support student acceleration and intervention.</p>
<p>Metric/Indicator High School Graduation Indicators</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%) increased by 1.7)</p>

Expected

Metric/Indicator College and Career Indicators
19-20 100%
Baseline 100%

Actual

N/A - No color assigned for the CCI on the Dashboard. All students indicates 43.2 points an increase of 26.5 points.
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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, 3000-3999 LCFF Supplemental and Concentration \$103,388	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$103,388

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	910,162.00	856,944.00
LCFF Supplemental and Concentration	910,162.00	856,944.00

* 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	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	53,000.00	52,969.00
1000-1999, 3000-3999	532,476.00	532,446.00
	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	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	53,000.00	52,969.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	532,476.00	532,446.00
		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	425,600.00	425,570.00
Goal 2	204,000.00	156,748.00
Goal 3	66,100.00	66,105.00
Goal 4	22,853.00	16,943.00
Goal 5	31,733.00	31,733.00
Goal 6	53,000.00	52,969.00
Goal 7	3,488.00	3,488.00
Goal 8	103,388.00	103,388.00

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