

LCAP Year 2017–18 2018–19 2019–20

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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 Bay Area Technology School

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Principal

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

BayTech's Story,

BayTech is located in Deep East Oakland (District 7). We serve students with many challenges but strive to ensure they receive a quality education. Although our student population is ethnically diverse, a large number of them are low-income. As of the 2015-2016 school year, we serve 45% Hispanic or Latino, 40% African-American, 11% White, and 5% Other. Of our students, 82% come from socio-economically disadvantaged households.

BayTech has purposefully and continuously built a safe, positive, supportive, and respectful culture that nurtures student learning and promotes success despite the many challenges students face on a regular basis. The administrative staff holds yearly meetings to discuss and revise school safety plans to ensure that students and staff will be equipped with the best possible information in regards to emergency situations and daily procedures. Additionally, a dedicated security guard patrols the school throughout the school day and after school.

Students and staff participate in multiple school events throughout the year. These events are planned out in advance to help promote relationship building between students, staff, and parents. Events include dances, staff vs. students sports and games, food fairs, festivals, and assemblies. BayTech also has an athletics program that students, staff, and family members enjoy very much. Our sports events are highly attended by students and their families. We believe that these events help create a fun and positive culture amongst our school community while building academic success.

At BayTech, we take pride in the support we offer our students. Our ultimate goal is to have our students graduate from high school, go on to college, obtain degrees, and have them become productive citizens who give back to their community—ultimately, preparing our students to become responsible, educated citizens who have the skills and understanding to work productively in a multicultural society.

To that end, BayTech offers a large variety of services to our students. During school, students are offered extra tutoring by dedicated tutoring staff. Juniors and Seniors are encouraged to mentor students one-on-one to help give guidance; our full-time counselor works individually with students to help with academic, emotional, and social issues. After school tutoring is offered to all students regardless of grade or academic standing. Grades and make-up work are available in paper format or electronically so students often feel at ease knowing they won't be left behind due to an absence. Teachers and counselors encourage students to drop in before and after school to receive additional support with curricular and extracurricular needs. When students know they will be supported, they are more likely to come to school

and do their best. We have students that travel long distances to get to Baytech, but they happily do so every day because they feel that the small school environment allows for them to get more individualized support than they would get at a traditional school. Additionally, BayTech continues to conduct home visits. These meetings have built stronger connections between students, teachers, and parents. Consequently, academics and behavior improve greatly once a positive rapport has been established.

For many of our students, it is a struggle just trying to get to school every day. Most of our students have to find their own way to school due to parent work schedules. Many take the BART and bus or walk to school. Even though this takes a significant amount of time out of their day, they do it because this is the place where they want to be, the place they feel connected to, and the place they feel most comfortable.

LCAP HIGHLIGHTS

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

Highlights: New goals and action plans are in place to address areas of improvement. As BayTech's enrollment numbers continue to grow, new accomplishments and challenges will arise. The 2017-2020 LCAP is a reflection of this growth. BayTech has incorporated feedback from all of its stakeholders and looks to improve annually by maintaining effective actions and/or implementing new ones based on need.

1. BayTech plans on improving student academic performance on the SBAC and increasing rigorous learning experiences. -
2. Develop a comprehensive academic program that will enable English learners to access all California standards and ELD standards. Students will achieve grade level academic standards while meeting EL proficiency levels. -
3. Improve College Career and Readiness Program and Increase Parent Involvement. -

Summary:

1. We are currently exploring new methods to improve. Student proficiency will increase as students, teachers, administration and parents work together to implement the new standards for the Smarter Balanced Assessment. Thereby, higher expectations and accountability will drive educational improvement.
2. BayTech has taken measures to improve CELDT scores but is continually exploring new options and strategies to improve our program as ELL enrollment is on the rise. The English Language Learner population at BayTech has increased by 20% each year since 2013-14. They currently make up 25% of the entire school population. Increasing ELL proficiency rates remains a high priority.
3. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century. Thus, BayTech college programs are designed to support in ninth grade, the areas of academic planning, four-year high school plans, and post-high school planning. Students will learn specific information about themselves through self-knowledge, and education and occupation exploration in college and career ready classes, such as College Advisory Class and SAT/ACT Preparation Class. BayTech has engaged in dialog with all stakeholders including staff, students, parents, and community regarding the school's academic programs, student academic performance, and overall school operations and activities. In addition, more effort could be focused on expanding parent involvement to annually get feedback regarding the college and career readiness program, the school mission, values, and goals for the students. The school engages parents in meaningful ways in their children's education and keeps them informed of their children's learning and career progress. Programs that engage families in meaningful ways in their children's education are designed and implemented. Families have multiple ways of staying informed of their students' learning and career pathway progress.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

Bay Area Technology School has been graduating high school seniors since 2011. Throughout the years, 30% of the graduates are enrolled in a 4-year university, 40% of the graduates are enrolled in a community college, and 30% of the graduates have joined the workforce or entered a career-training program. The percentage of enrolled students and courses in AP classes has increased over the years. BayTech boasts an impressive 100% graduation rate for 2016-17.

SAT and ACT composite scores reflect the achievements of BayTech graduates on the SAT over time and an indication of the extent to which they are prepared for college-level work. The SAT consists of curriculum-based tests of educational development in core courses designed to measure the skills needed for success in first-year college coursework.

BayTech works in partnership with Berkeley City College, Merritt College, and Laney College to provide dual/concurrent enrollment classes to high school students attending BayTech. Students who qualify have the opportunity to enroll in college courses at the college campus during their high school years. Unlike many other high schools in Oakland, we prefer to have our students take concurrent enrollment courses at college campuses. We believe that being exposed to real-world college life, while still able to access the supports available to typically high school students, and will better prepare our students for the rigorous expectations of a post-secondary education program. This great program has been helping to reduce high school dropout rate at BayTech.

The MAP tests data shows that all subgroups of students have increased their proficiency rate in Mathematic and Reading. The reports of the MAP tests show that there is a significant achievement in actual growth as well as target growth for each grade level.

BayTech has been making strides to close the achievement gap for students in academic performance index (API) over the last seven years. As indicated on growth API results, above student proficiency rates, the percentage gradually increased compared to the previous year. Student proficiency will increase as students and teachers work together to implement the new standards for the Smarter Balanced Assessment. Thereby, higher expectations and accountability will drive educational improvement.

BayTech is overall closing the achievement gap for socio-economically disadvantaged students, ELL students, and other low-achievers in all areas including CAHSEE, CELDT, SAT, and other State tests. BayTech's CELDT scores for 2016 demonstrated growth as 37 out of 57 students showed proficiency. This means 65% of students tested passed.

There is significant evidence that BayTech manages its financial operations with strong internal controls and ethical accounting practices. For the last five years, BayTech has received recognition from Oakland Unified School District for financial transparency and compliance. Furthermore, BayTech received an award in 2015 for their accounting efforts.

The school's culture and climate have positively shifted in recent years. BayTech pride is growing rapidly. Students develop strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes. Suspension rates are under 5% and drop out rates are at 0%.

Extracurricular activities have created a positive school culture and improved academics. 30% of BayTech high school students participate in five varsity sports including; Soccer, Girls Volleyball, Boys Basketball, Girls Basketball, and Baseball. The average BayTech student athlete has a 3.13 GPA.

BayTech has been a more sustainable place for teachers and staff to develop their practice. Since 2013-14, BayTech has been able to retain over 80% of their staff. Last year, retention was at 85% with only three full-time teachers leaving. This year (2016-17), BayTech retained 95% of their staff.

BayTech recently held their 3rd annual STEM EXPO and witnessed over 600 members of the community and district work in harmony for education. The STEM EXPO offers a place to students to exhibit their work in an entertaining environment while presenting learning opportunities for students, parents, and community members. The STEM EXPO includes expert presentations (Google, TESLA, Chabot Science Center), STEM educators, real scientists and professors from local universities (Stanford, Berkeley, UC-Davis) and interactive events. We allow BayTech students and local schools (Rudsdale, ISP, Key

GREATEST PROGRESS

Academy, Howard Elementary, Silver Oak) in partnership with BayTech, are invited to experience an innovative environment of hands-on science, technology, engineering, and math. The STEM EXPO enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

The ACS WASC Commissioners have determined Bay Area Technology School (6-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit. It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle Two-day Visit through June 30, 2023.

Referring to the LCFF Evaluation Rubrics, 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?

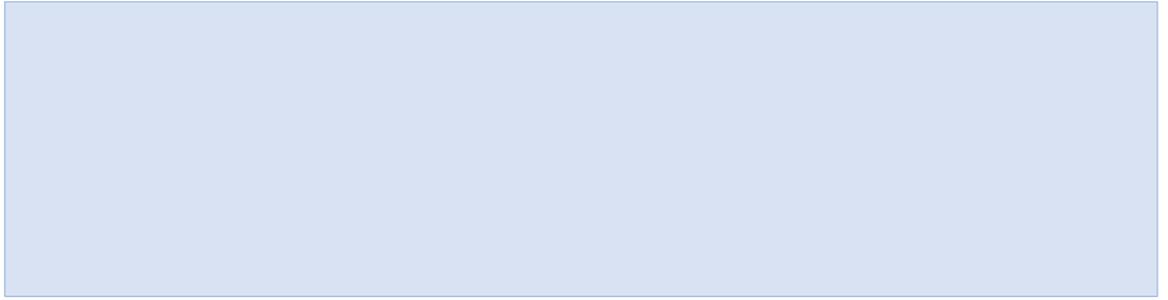
Improve Academic Performance and Increase Rigorous Learning Experiences

- BayTech will offer after school tutoring free of charge and make it available to all students.
- BayTech will continue its subscription with NWEA for MAP testing.
- Tutoring for students during and after school, providing additional instruction in Math & ELA
- Increase student and parent awareness on the importance and impact of State Standardized Testing
- Create a student mentoring program
- Continue the “SBAC Teams” incentive program to motivate students to perform their best on the SBAC.
- BayTech will begin RevolutionK12’s SBAC Intervention program to improve our students’ ability to meet the demands of Common Core assessments.
- Improve professional learning opportunities
- Maintain use of contemporary technologies
- BayTech will increase the instructional minutes for ELA and Math by introducing block periods.

Increase Parent Involvement

- BayTech will hold at least three days of parent/student orientation in August. Emergency orientations will be offered as necessary to increase maximum participation. BayTech will continue to provide language translation for Spanish speaking parents during orientation.
- BayTech will hold four days of parent/teacher conferences each semester. Spanish language translation will be provided.
- BayTech will continue to conduct parent/guardian club meetings (open to all parents) on a monthly basis to discuss and organize social events, fundraising activities, and school improvements. Parents will be contacted by teachers to make the invitation personal.
- BayTech will continue to host the Harvest Festival in the fall and the Cultural Food Fair in the spring. Both events are organized to encourage maximum parent/guardian participation.
- BayTech will continue to host a Back to School Night in September. Teachers give information to parents on the curriculum covered for the school year, classroom rules/policies, and provide brief updates on student progress.
- BayTech will continue utilizing COOLSIS to help communicate immediately on academics, behavior, and attendance with all parents/guardians.
- Parents will continue to be contacted via School Messenger, our telephone communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and mail newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.
- BayTech will continue to update and maintain the school website to inform parents of upcoming school-sponsored events and activities.

GREATEST NEEDS



Referring to the LCFF Evaluation Rubrics, 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

English Learners and Socioeconomically disadvantaged students are a part of the (SBAC ELA & MATH) low "all student" performance level. These unduplicated students are receiving a number of supports to reduce the achievement gap.

Extended learning opportunities:

1. Free tutoring after school
2. Saturday credit recovery time
3. Weekly SAT prep courses

Outreach to students families:

1. Home visits to understand the home learning environment
2. Arrange conferences to discuss academic performance
3. Communicate with parents when students are at-risk of failing

Create Classrooms that Support Learning:

1. Consider students' diversity to be an asset
2. Identify students who need additional instructional support
3. Use varied, effective strategies to instruct diverse learners
4. Set high expectations and provide rigorous curricula

Developing Teachers/Staff:

1. Develop an effective leadership team
2. Provide time for faculty to meet and plan
3. Target resources on closing the gaps
4. Active teacher coaching and PD's

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

1. - BayTech will begin RevolutionK12's SBAC Intervention program to improve our students' ability to meet the demands of Common Core assessments. RevolutionK12 will provide SAT tutoring and student kits for 13 weeks or longer (pending performance review). They will provide SBAC Math Intervention for 6 months and 13 weeks of SBAC Math Tutoring or longer (pending performance review).

2. - Developing Teachers/Staff: Develop an effective leadership team, provide time for faculty to meet and plan, target resources on closing the gaps, active teacher coaching and professional developments. Teacher led and requested professional developments will improve staff development and school performance. Teachers are encouraged to continue their education at BayTech. Stipend programs exist for those interested in completing; CLAD, BTSA, Admin Credential programs or graduate school.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$2,548,518
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,593,319.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

None.

\$2,815,828	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

GOAL 1: BASIC SERVICES

- 1A. All teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned to their subjects.
- 1B. Students, including all significant student subgroups (African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
- 1C. School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection Lists are in compliance or good standings.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained)
 1B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.
 1C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)

ACTUAL

BayTech maintained 100% fully credentialed and appropriately placed staff. BayTech students have maintained 100% access to standards based instructional materials. BayTech maintained a 90% compliance rate on SARC.

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

Actions/Services

PLANNED
 Action: Increasing the retention of credentialed teachers.
 Hire fully credentialed teachers.

ACTUAL
 BayTech retained 95% of its staff. New teachers all have appropriate credentials as defined by the CTC.

Expenditures	BUDGETED Administrators and Faculty 1000-1999: Certificated Personnel Salaries Base \$843,276	ESTIMATED ACTUAL Administrators and Faculty 1000-1999: Certificated Personnel Salaries Base \$863,585
Action	2	
Actions/Services	PLANNED Action: All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification) Full-time EL teacher	ACTUAL All teachers are appropriately certified in SDAIE or CLAD and ELD instructional strategies. BayTech does not have a full-time EL teacher. Only part-time.
Expenditures	BUDGETED EL Certification 1000-1999: Certificated Personnel Salaries Concentration \$70,000	ESTIMATED ACTUAL EL Certification 1000-1999: Certificated Personnel Salaries Concentration \$70,000
Action	3	
Actions/Services	PLANNED Action: Purchasing newly developed Common Core aligned course materials for ELA and Math subjects.	ACTUAL The purchase of Edmentum (online educational software) updated the curriculum resources bringing all subjects into alignment with CCSS.
Expenditures	BUDGETED Common Core Aligned Material 4000-4999: Books And Supplies Base \$60,000	ESTIMATED ACTUAL Common Core Aligned Material 4000-4999: Books And Supplies Base \$60,000
Action	4	
Actions/Services	PLANNED Action: Purchasing Rosetta Stone course materials for EL instruction.	ACTUAL BayTech has a license for Rosetta Stone course materials for EL instructions. This has not been renewed. BayTech is using ESL Reading Smart.
Expenditures	BUDGETED Rosetta Stone 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	ESTIMATED ACTUAL Edmentum 4000-4999: Books And Supplies Supplemental and Concentration \$3,000
Action	5	
Actions/Services	PLANNED Action: Qualified instruction of three sections of ELD Classes for students who are Beginner, Early Intermediate and Intermediate students.	ACTUAL BayTech is instructing beginner and intermediate students separated by grade level.
Expenditures	BUDGETED	ESTIMATED ACTUAL

ELD Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

ELD Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,500

Action **6**

Actions/Services

PLANNED
Action: Supervision of custodial and maintenance staff.
Custodial Services

ACTUAL
Custodial services are 90% compliant (SARC Report).

Expenditures

BUDGETED
Custodial and Maintenance 5000-5999: Services And Other Operating Expenditures Base \$65,000

ESTIMATED ACTUAL
Custodial and Maintenance 5000-5999: Services And Other Operating Expenditures Base \$65,000

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.

All teachers hold a valid CA credential, appropriately assigned and ELA certified. Instruction is provided by qualified teachers in subject areas. There are weekly professional development sessions provided to teachers to retain the fully/highly qualified teachers. Some of these PDs are presented by teachers. Students have access to common core aligned and additional instructional materials. BayTech also provides supportive both online and offline resources that are aligned with Common Core Standards. Each student has an access to a chromebook and a computer lab. School facilities and equipment are in working condition and maintained regularly. Custodial services are 90% in compliance.

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

Increasing the retention of fully/highly credentialed teachers. This will affect the culture of the school and the relationship between students, parents, and teachers. It will give students an access to teachers who are knowledgeable and qualified in their subject matter. Provide opportunities to teachers to complete or improve their teaching qualities. This will help teachers to stay up to date and adjust their skills and knowledge to the ever-changing learning environment. All teachers of ELL will have ELA or CLAD certification. Purchasing CA common core aligned materials for ELA, Math and Science subjects. Purchasing online materials for common core aligned subjects and Study Island and Reading SMART for ELL. Students will learn the subjects defined by the common core standards and be better prepared. Constant supervision and cooperation of custodial and maintenance services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are the near ideal expenditures which allow further support and resources to maintain quality instruction and education whereas Budgeted expenditures allow for maximum availability in resources to support and facilitate it.

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.

To further support, maintain and improve quality education standards, teacher retention and credentialed staff reality is inevitable. Hence, the teachers and staff have been given opportunities through salary increases, PD's and other incentives. This differences can be found in the personnel salaries.

Annual Update

LCAP Year Reviewed: 2016-17

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

GOAL 2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)

- 2A. BayTech will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2015-16 for all students, including subgroups. All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.
- 2B. Teachers will participate in annual professional development on the implementation of the Common Core State Standards and CA ELD Standards.
- 2C. School will form a CCSS implementation team consisting of representatives teachers from each department and from administration.
- 2D. Students including all student subgroups and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter petition.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 60% of students will reach their growth target on Common Core Benchmark tests.
2. Maintain 100% teacher participation in CCSS PD at least for one full day.
3. BayTech CCSS Implementation Team will conduct 8 monthly meetings throughout the year.
4. BayTech will continue requiring A-G Course list as part its graduation requirements and 100% BayTech senior students will meet A-G Requirements upon graduation.
5. In middle school, maintain 100% enrollment in courses as outlined in the Charter Petition.

ACTUAL

School has adopted curriculum that covers the CCSS requirements, the transition to which is approximately 80% complete. BayTech has planned and implemented a full year PD course of action that includes full- and part-day State, County, and District approved CCSS training. Topics covered include: understanding the standards, implementing the standards in the classroom, working with CCSS-approved curriculum, and how to prepare students for the annual assessments. The school formed a CCSS implementation team representing administration and teachers from both the Humanities and Math/Science Departments. BayTech high school students will graduate with completing A-G course requirements for UC admissions (including English, History/Social Science, Science, Math, Art and Foreign Language Courses)

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**

Actions/Services	<p>PLANNED Action: BayTech will plan, schedule and implement two benchmark assessments with 90% student participation.</p>	<p>ACTUAL Fall assessments had been completed with more than 90% student participation. Spring assessment TBD.</p>
Expenditures	<p>BUDGETED MAP Testing 5000-5999: Services And Other Operating Expenditures Base \$5,000 Study Island 5000-5999: Services And Other Operating Expenditures Base \$4,000</p>	<p>ESTIMATED ACTUAL Map Testing 5000-5999: Services And Other Operating Expenditures Base \$5,000 Study Island 5000-5999: Services And Other Operating Expenditures Base \$4000</p>

Action **2**

Actions/Services	<p>PLANNED BayTech teachers will annually participate in Professional Development, training and workshops in CA CCSS (SIP 2.7)</p>	<p>ACTUAL School has planned and implemented a full year PD course of action that includes full- and part-day State, County, and District approved CCSS training. Topics covered include: understanding the standards, implementing the standards in the classroom, working with CCSS-approved curriculum, and how to prepare students for the annual assessments. Including horizontal and vertical alignment of standards.</p>
Expenditures	<p>BUDGETED PD Workshops 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000</p>	<p>ESTIMATED ACTUAL PD Workshop 5800: Professional/Consulting Services And Operating Expenditures Base \$22,000</p>

Action **3**

Actions/Services	<p>PLANNED All teachers of English Learners and RFEP will participate in Professional Development provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies.</p>	<p>ACTUAL No professional developments have been held to date.</p>
Expenditures	<p>BUDGETED ELD Workshops 5800: Professional/Consulting Services And Operating Expenditures Base \$7,000</p>	<p>ESTIMATED ACTUAL ELD Workshops 5800: Professional/Consulting Services And Operating Expenditures Base \$8,500</p>

Action **4**

Actions/Services	<p>PLANNED Action: School will form a CCSS implementation team consisting of representatives teachers from each department and from administration by summer of 2015.</p>	<p>ACTUAL In August/September, BayTech CCSS Implementation team met monthly to discuss PDs updated curriculum and</p>
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		necessary for implementation separately and gave updates to the staff at the all-staff meetings.
Expenditures	BUDGETED None \$0	ESTIMATED ACTUAL None \$0

Action **5**

Actions/Services	PLANNED BayTech high school students will graduate with completing A-G course requirements for UC admissions (including English, History/Social Science, Science, Math, Art and Foreign Language Courses)	ACTUAL All of our seniors are on schedule to graduate with A-G course requirements completed for UC and CSU.
Expenditures	BUDGETED Edmentum 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	ESTIMATED ACTUAL Edmentum 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Action **6**

Actions/Services	PLANNED BayTech will offer one hour of grade level ELA, Math, Science, History and PE, additionally, one hour of elective course that will include two semester of two World Languages and two semester of Computer Literacy in middle school.	ACTUAL BayTech is offering tutoring for students in grades 6-9.
Expenditures	BUDGETED ASES 0000: Unrestricted After School Education and Safety (ASES) \$20,000	ESTIMATED ACTUAL ASES 0000: Unrestricted After School Education and Safety (ASES) \$23,000

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.

BayTech implements different reading/intervention/tutoring programs to achieve its target achievement goals set for students. During the year, BayTech implemented the goals that were set as achievement goals for reading benchmark reading test, ELL, SAT, college readiness, and SBAC. Overall, BayTech has met the goals set for ELL, reading test, SAT, and some portion of SBAC testing. As an action item, BayTech hired part time RTI specialist, offered free tutoring, renewed NWEA subscription, offered free SAT course and exams for students and used a software program called Study Island for EL students.

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

BayTech implemented an action item mentioned in other sections including hired part time RTI specialist, offered free tutoring, renewed NWEA subscription, offered free SAT course and exams for students and used a software program called Study Island for EL students to achieve the articulated goals. Overall, all the implementations were very successful and helped students to meet their target growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BayTech almost met the expected budget expenditures and estimated actual expenditures for all the goals.

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.

BayTech did not make any changes to achieve each the targeted goal for students. However, BayTech reviewed and adjusted each goal to make revisions as necessary. Adjustments can be found in the goal and action sections of the 2017-20 LCAP plan.

Annual Update

LCAP Year Reviewed: 2016-17

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

GOAL 3: INCREASE PARENTAL INVOLVEMENT

- 3A. BayTech will provide opportunities for parent involvement through Parent/Student Orientations and Parent/Teacher Conferences.
- 3B. BayTech will provide opportunities for parent input via Parent Club and Committee Meetings.
- 3C. BayTech will support parent engagements through social events and educational sessions.
- 3D. BayTech will conduct annual surveys to measure parent satisfaction in school's academics, safety and participation in decision making process.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3A: BayTech will maintain 85% participation in Parent/Student Orientations and 50% participation [or 5% increase] in Parent/Teacher Conferences.
 3B: BayTech will maintain monthly Parent Club meetings.
 3C: BayTech will maintain at least two social events and one college night per year and will retain enrollment in 10 weeks of Adult School.
 3D: BayTech will maintain 30% participation in annual Parent Surveys and 80% participation in annual Student Surveys.

ACTUAL

BayTech maintained 85% participation during orientations and 50% participation during conferences. Parent club meets bi-monthly. They organized two social events (harvest festival and cultural food fair). There are three college nights planned. Adult school was cancelled due to a lack of enrollment. All surveys will be conducted in the spring.

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

Actions/Services

PLANNED

ACTUAL

Parent/Student Orientations were held in August. Language translation was provided. PT conferences were held in the

Expenditures	<p>BayTech will hold at least three days of Parent/ Student Orientations and will offer emergency orientations as necessary to increase maximum participation.</p> <p>The school will also provide language translation for Spanish speaking parents.</p> <p>BayTech will hold four days of PT Conferences for each semester and will provide Spanish Language translation.</p>	<p>first semester. Second semester conferences are on schedule.</p>
	<p>BUDGETED Orientation Expenses 0000: Unrestricted Base \$2,000</p>	<p>ESTIMATED ACTUAL Orientation Expenses 0000: Unrestricted Base \$2,800</p>

Action **2**

Expenditures	<p>PLANNED BayTech school will host a minimum of one social event per semester such as Harvest Festival and Cultural Food Festival and will encourage maximum parent participation.</p>	<p>ACTUAL The Harvest Festival was held this year with positive parent participation. The Cultural Food Festival in still on schedule.</p>
	<p>BUDGETED Parent Social Events 0000: Unrestricted Base \$5,000</p>	<p>ESTIMATED ACTUAL Parent Social Events 0000: Unrestricted Base \$5,000</p>

Action **3**

Expenditures	<p>PLANNED BayTech Parent Club will be open to all parents and will meet at least once a month to discuss and organize social events and fundraising activities.</p>	<p>ACTUAL BayTech Parent Club meets once every two weeks.</p>
	<p>BUDGETED None \$0</p>	<p>ESTIMATED ACTUAL None \$0</p>

Action **4**

Expenditures	<p>PLANNED BayTech will issue bimonthly newsletters in English and Spanish and will mail them to all parents. BayTech will also send monthly online newsletters to parent e-mails.</p>	<p>ACTUAL Newsletters are sent once a semester. Online newsletters have been posted.</p>
	<p>BUDGETED I-Contact 0000: Unrestricted Base \$100</p>	<p>ESTIMATED ACTUAL I-Contact 0000: Unrestricted Base \$100</p>

Stationery 0000: Unrestricted Base \$10,000
Mailing 0000: Unrestricted Base \$5,000

Stationery 0000: Unrestricted Base \$10,000
Mailing 0000: Unrestricted Base \$7,000

Action **5**

Actions/Services

PLANNED
BayTech will continue utilizing CoolSIS application and parents will receive their authenticated login information at the beginning of the school year.

ACTUAL
CoolSIS information is shared during orientation. All parents are offered an authenticated log in.

Expenditures

BUDGETED
CoolSIS Subscription 0000: Unrestricted Base \$20,000

ESTIMATED ACTUAL
CoolSis Subscription 0000: Unrestricted Base \$22,000

Action **6**

Actions/Services

PLANNED
BayTech will offer adult school for its parents in the areas of ESL and Computer Literacy.

ACTUAL
BayTech no longer offers Adult School due to lack of enrollment.

Expenditures

BUDGETED
Adult School Teacher Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000

ESTIMATED ACTUAL
Adult School Teacher Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

Action **7**

Actions/Services

PLANNED
Increase students and parents awareness on the importance and impact of State Standardized Testing during orientations. (SIP 1.3)

ACTUAL
BayTech informed parents and students of the importance placed on SBAC testing. Weekend sessions have been scheduled on how to interpret scores, how parents can help at home, and what schools review SBAC scores for college admissions.

Expenditures

BUDGETED
None \$0

ESTIMATED ACTUAL
None \$0

Action **8**

Actions/Services

PLANNED
BayTech will conduct annual parent and student satisfactions survey both electronic and paper versions.

ACTUAL
Surveys are in place to be distributed in the spring.

Expenditures

BUDGETED
Accord Survey Service 0000: Unrestricted Base \$5,000

ESTIMATED ACTUAL
Accord Survey 0000: Unrestricted Base \$5,000

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.

BayTech held three days of parent/student orientations in the first semester. We provided walk-in orientations for new and returning students/parents as needed. Spanish translations were provided at all orientations. BayTech also provided four days of parent/teacher conferences for the first semester and held four more for the second semester. BayTech held it's annual Harvest Festival in October. All students and parents were invited and encouraged to attend. The Cultural Food Fair was held in February. Parent club is open to all parents and meets at least once a month. The newsletter is provided once a semester and a Spanish version is also available. Newsletters were handed out to parents during dismissal. BayTech continues to utilize COOLSIS as a grade tracking system and as a communication tool with parents and students. Parents and students receive their COOLSIS login information and training sessions at the beginning of the year. SBAC Parent Orientation was held to inform parents of the importance of this state mandated test. Student and parent satisfaction surveys were sent out in April.

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

Overall BayTech has progressed in improving parent involvement. Our attendance for back to school night this year was at it's highest ever. Harvest festival participation and attendance has increased over the past three years. The Cultural Food Fair participation remains consistent. Parent Club has increased activities including a wine tasting party and a spring BBQ. BayTech is moving forward with increasing parent knowledge on state tests by holding informational sessions. Parent involvement in WASC and LCAP remains low, but interest is building as the school grows.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BayTech has put more effort into communication via mail and other means to reach our parents and community, hence there has been more expenses in the stationary and mailing.

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.

Due to lack of participation, BayTech no longer offers adult school ESL classes. BayTech continues to work towards improving parental involvement. BayTech implemented the California Healthy Kids Survey for the first time. Changes to the goals and actions can be found in the 2017-20 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

GOAL 4: STUDENT ACHIEVEMENT

4A - BayTech students, including all significant student subgroups (African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners), will achieve Proficient/Advanced targets or show a minimum growth toward the targets as set by the school on the 2015 CAASPP Statewide Assessment in the areas of English Language Arts/Literacy and Mathematics.

4B - BayTech students will achieve their growth target on the internal benchmark test by the end of each school year.

4C - BayTech will provide CAHSEE support to grade 10 and over to ensure higher passing rate at the grade 10 and full completion by their senior year.

4D - BayTech will increase English Learner students CELDT scores each year.

4E - BayTech 11th grade students to be identified as college ready on EAP test.

4F - BayTech will ensure that all high school students have equal access to SAT and AP Exams and will ensure highest participation.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 4A - To be identified following the 2015 SBAC test.
- 4B - BayTech will maintain that 60% of students achieve their growth target on Reading Benchmark Test.
- 4C - BayTech will maintain that 75% the students pass CAHSEE in the 10th grade and 100% of students will pass by their senior year.
- 4D - BayTech will maintain that 60% of EL students increase their CELDT levels each year.
- 4E - BayTech will maintain that 50% of 11th grade students to be identified as college ready on EAP test.
- 4F - BayTech will maintain that 100% of senior students take at least one SAT test by December of their senior year and 60% of AP students will take AP exams.

ACTUAL

BayTech maintained 55% of students achieved their growth target on reading on reading benchmark test.
 CAHSEE is no longer available for 10th-grade students
 BayTech maintained 54% proficiency on EL students. 54% of students increased their CELDT levels each year.
 BayTech did not conduct EAP test for 11th-grade students for college ready level
 BayTech maintained 100% senior SAT rate and 65% of AP students took AP exams

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**

<p>Actions/Services</p>	<p>PLANNED Action: BayTech will hire a full-time RTI specialist to provide additional support to the students how are identified as "Not Meeting Growth Target" at the Benchmark Assessments (SIP 1.1)</p>	<p>ACTUAL BayTech hired part time RTI specialist to provide additional support to the students in intervention class for who identified as not meeting growth target at the benchmark assessments.</p>
<p>Expenditures</p>	<p>BUDGETED RTI Personel 1000-1999: Certificated Personnel Salaries Base \$44,000</p>	<p>ESTIMATED ACTUAL RTI Personel 0001-0999: Unrestricted: Locally Defined Base \$50,500</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED BayTech will offer after school tutoring hours free of charge and will make it available for all students.</p>	<p>ACTUAL BayTech offers free after school tutoring as well as intervention programs for students.</p>
<p>Expenditures</p>	<p>BUDGETED After school tutoring 0000: Unrestricted After School Education and Safety (ASES) \$20,000</p>	<p>ESTIMATED ACTUAL After school Tutoring 0000: Unrestricted After School Education and Safety (ASES) \$25,000</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED BayTech will purchase an RTI curriculum (ex. Edmentum) to be used by students who are not meeting their target growth.</p>	<p>ACTUAL BayTech purchased an RTI curriculum for students who are not meeting their target growth.</p>
<p>Expenditures</p>	<p>BUDGETED Edmentum Intervention Service 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>	<p>ESTIMATED ACTUAL Edmentum Intervention Service 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED BayTech will implement a Benchmark test (ex. Study Island) and assess its students two times a year (SIP 2.5).</p>	<p>ACTUAL BayTech implemented a benchmark test (study island) once for students.</p>
<p>Expenditures</p>	<p>BUDGETED Benchmark Testing 4000-4999: Books And Supplies Base \$3,000</p>	<p>ESTIMATED ACTUAL Benchmark Testing 4000-4999: Books And Supplies Base \$3,000</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>
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Expenditures	<p>BayTech will offer two hours of CAHSEE and SAT Prep to 10th and 11th grade students.</p>	<p>BayTech offers SAT prep for 10th and 11th grade students. CAHSEE is no longer available.</p>
	<p>BUDGETED State Testing 0000: Unrestricted Base \$10,000</p>	<p>ESTIMATED ACTUAL State Testing 0000: Unrestricted Base \$10,000</p>
Action	6	
Actions/Services	<p>PLANNED BayTech will implement ESL Reading Smart software for English Learner students.</p>	<p>ACTUAL BayTech implements ESL reading smart software for English Language Learners.</p>
Expenditures	<p>BUDGETED Edmentum Reading Smart 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>	<p>ESTIMATED ACTUAL Edmentum Reading Smart 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>
Action	7	
Actions/Services	<p>PLANNED BayTech will renew its subscription with NWEA for their MAP testing and will administer the test twice a year (SIP 2.4)</p>	<p>ACTUAL BayTech renewed its subscription with NWEA for their MAP testing and administers the test twice a year.</p>
Expenditures	<p>BUDGETED NWEA Testing 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p>	<p>ESTIMATED ACTUAL NWEA Testing 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p>
Action	8	
Actions/Services	<p>PLANNED BayTech will use College Board, State and School's funding to make the SAT/AP exams free of charge for its students and will seek to increase the student participation through guidance.</p>	<p>ACTUAL BayTech offers free SAT prep class as well as tests for students.</p>
Expenditures	<p>BUDGETED College Board State Testing 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>	<p>ESTIMATED ACTUAL College Board State Testing 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

BayTech implements different reading/intervention/tutoring programs to achieve its target achievement goals set for all students. During the year, BayTech implemented the goals that were set as achievement goals on the reading benchmark test, ELL, SAT, college readiness, and SBAC. Overall, BayTech has met the goals set for ELL, reading test, SAT, and some portion of SBAC testing. As an action item, BayTech hired part time RTI specialist, offered free tutoring, renewed NWEA subscription, offered free SAT course and exams for students and used a software program called study island for EL students.

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

BayTech implemented action items mentioned in other sections including; hiring a part time RTI specialist, offering free tutoring, renewed NWEA subscription, offering free SAT course and exams for students, used a software program called Study Island for EL students to achieve the articulated goals. Overall, all the implementations were very successful and helped students to meet their target growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BayTech nearly met the expected budget expenditures and estimated actual expenditures for all of the goals.

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.

BayTech did not make any changes to achieve each targeted goal for students. However, BayTech reviewed and adjusted each goal to revise as necessary. Also, BayTech started implementing SBAC block assessments for Math and ELA. Focusing on the 6th, 7th, 8th and 11th-grade students. BayTech plans to continue using SBAC block assessments and interim exams next year. Please read more under goal one in the 2017-20 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

STUDENT ENGAGEMENT

5A: School will maintain high attendance rates and will reduce the number of students who are identified for chronic absenteeism (All students, Hispanic or Latino and Socio-economically disadvantaged students).

5B: BayTech will minimize middle and high school dropout rates in all subgroups.

5C: BayTech will ensure that all persisting seniors are working toward graduating and will increase the Cohort Graduation Rate each year.

5D: BayTech will continue decreasing suspension rates including all subgroups.

5E: BayTech students and parents will positively rate the school's safety and school connectedness on annual surveys.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5A. BayTech will maintain at least 95% Average Daily Attendance and less than 10% chronic absenteeism rate.
 5B. BayTech will maintain less than 5% dropout rates school wide and in all subgroups.
 5C. BayTech will maintain over 90% graduation rate of senior class and 80% of cohort graduation rate.
 5D. BayTech will maintain less than 5% suspension rate school wide and in all subgroups.
 5E. BayTech will maintain that at least 70% of the students and parents positively rate the school's safety and school connectedness on annual surveys.

ACTUAL

BayTech has maintained a 95% ADA and less than 10% chronic absenteeism. BayTech maintained less than 5% drop out rate school wide and in all subgroups. BayTech is scheduled to have 100% graduation rate and 100% cohort graduation rate. BayTech maintained less than 5% suspension rate school wide and in all subgroups. BayTech is planning on administering our annual survey in the spring.

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

<p>Actions/Services</p>	<p>PLANNED Office Managers will assist students in maintaining good attendance and help support students to deter absenteeism as well as work with students to reduce dropout rates.</p> <p>Hire additional assistant office personnel to help follow up attendance</p>	<p>ACTUAL BayTech has hired an office assistant to follow up on all student attendance matters.</p>
<p>Expenditures</p>	<p>BUDGETED Office Manager Aide 2000-2999: Classified Personnel Salaries Base \$25,000</p>	<p>ESTIMATED ACTUAL Office Manager Aide 2000-2999: Classified Personnel Salaries Base \$25,000</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Office Managers will identify chronic absences and will take early measures to prevent including: phone calls to parents, truancy letters after three absences and parent meetings.</p>	<p>ACTUAL Office managers take early measures (phone) to prevent absenteeism.</p>
<p>Expenditures</p>	<p>BUDGETED CoolSIS Student Information System 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>ESTIMATED ACTUAL CoolSis Student Information System 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED BayTech will implement restorative discipline practices to help students recognize that those affected by harm can work together to repair it and that this collaboration leads to true accountability.</p>	<p>ACTUAL BayTech's head counselor conducts restorative justice meetings as needed.</p>
<p>Expenditures</p>	<p>BUDGETED Counseling 2000-2999: Classified Personnel Salaries Base \$25,000</p>	<p>ESTIMATED ACTUAL Counseling 2000-2999: Classified Personnel Salaries Base \$25,000</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED College Counselors will identify students with credit deficiencies and will utilize the school's resources to ensure credit completion towards graduation.</p>	<p>ACTUAL BayTech's college counselor and academic dean review student transcripts for credit deficiencies. Plato is utilized for credit recovery.</p>
<p>Expenditures</p>	<p>BUDGETED College Counseling 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>	<p>ESTIMATED ACTUAL College Counseling 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>

Action **5**

Actions/Services	PLANNED BayTech will invest in Aventa Learning or a similar program for credit recovery options for high school students.	ACTUAL BayTech uses Edmentum's Plato program for credit recovery.
Expenditures	BUDGETED Aventa Learning 4000-4999: Books And Supplies Base \$2,000	ESTIMATED ACTUAL Aventa Learning 4000-4999: Books And Supplies Base \$2,000

Action **6**

Actions/Services	PLANNED BayTech will hire part-time school counselor to help students who are referred for their academic, discipline or attendance concerns.	ACTUAL BayTech has a full-time school counselor helping students with their academic, discipline, and attendance concerns.
Expenditures	BUDGETED School Counselor 2000-2999: Classified Personnel Salaries Base \$53,000	ESTIMATED ACTUAL School Counselor 2000-2999: Classified Personnel Salaries Base \$54,500

Action **7**

Actions/Services	PLANNED BayTech will implement an annual School Safety and Satisfaction Survey.	ACTUAL BayTech will administer the California Healthy Kids Survey in the spring.
Expenditures	BUDGETED Accord Survey 5000-5999: Services And Other Operating Expenditures Base \$2,000	ESTIMATED ACTUAL Accord Survey 5000-5999: Services And Other Operating Expenditures Base \$2,000

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.

BayTech has successfully implemented a number of actions. The office staff has increased and improved, the restorative justice program has been implemented and improved, the school counselor has increased her time to assist larger number of students, and the college counselor has improved the process to ensure students meet high school graduation requirements and are successful when applying to college.

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

The actions taken have all had a positive impact, and BayTech continues to improve. Attendance rates have remained consistent at approximately 95%, and the rates of chronic absenteeism and dropouts have decreased, thanks to the work of the office staff as well as an improved school culture. Suspensions and expulsions have been reduced thanks to an improved school culture, more comprehensive discipline plan, and the work from the school counselor. The College Counselor and Dean of Academics have worked with students to improve high school graduation rates, which are on track for 100% in 2017. The College Counselor is also meeting with students who are behind on credits, and many of them are catching up through online programs and alternative arrangements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no major differences.

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.

BayTech made several small adjustments in order to meet the stated goals. We had planned to hire a part-time counselor, but we have increased her time to full-time. BayTech chose to use Edmentum's Plato Courseware instead of Aventa, but it is still being used in the same way and successfully reaching the same goals for credit recovery. Instead of making our own school safety survey, BayTech has chosen to use the results from the California Healthy Kids Survey. Changes to the goal and actions can be found in our 2017-20 LCAP.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 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?

In General:

This template was circulated to the faculty and parent members of the school community for their feedback. A representative sample of the student body was also asked for their input to the guiding questions. All of their responses are incorporated below.

Faculty:

For this iteration, the faculty was separated into their departmental groups to read over the SIP and also the WASC (BayTech) Self Study Report. At a later meeting, they reviewed the WASC and SIP, discussed the changes, improvements and noted the differences they had seen in the school since 2010, collectively. These thoughts, ideas, and findings were compiled in compromise in the department meetings and provided to the school administration.

Students:

Student Council consisting of all grades (6-12) met with both an adult volunteer and faculty member in attendance to discuss the facilities, academics, and school behavior plan and provide their input in line with LCAP guiding questions. Student surveys were also circulated among the students. Their input and views were also provided to the school administration.

Parents:

The Parent Club met to discuss the WASC and SIP changes, the improvements they have seen in the school, and provided their input on whether the school has attained its goals. Online parent surveys were filled out as per administration request. The LCAP guidelines were later provided to the same members for their review and input. Those answers were given to the administration for incorporation into the final report.

Board: The school board has also reviewed all stake holders responses and feedback, and they have also contributed by soliciting all of these coupled with their own feedback with the administrative staff of BayTech.

The school principal has communicated with the board members through multiple channels to inform them of the initiation, progress and all other developments of the LCAP phase by phase in due time. This report is actually, foremost, overlapping with the SIP and WASC reports and provides a clear picture of the whole process and timeline.

Moreover, all phases and progress were discussed and deliberated in Board meetings: November 8th, 2016, January 10th, March 8th, April 19th, May 15th (approved) 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

The stakeholders had more information and input in compilation of information as well as giving different points of view on how well the process works. The LCAP is more inclusive. Because the faculty had already read and commented on the SIP and WASC Self-Study Report, they are better able to comment on the LCAP. We have all stakeholders views, responses to the reports and were able to compile and merge all views/ responses and feedback in a collective and collaborative manner so that the report reflects a true response, cohesively. Hence, this product is a synthesized report of all stakeholders of Bay Area Technology School.

The discussion with students and the answers on the student surveys allowed the school to look at how the students perceive the school as a whole. Because they utilize the classroom space and are the receivers of the curriculum, BayTech is better able to fine-tune the goals, especially in the areas of learning environment and stakeholder engagement.

The school is better able to synthesize and condense school needs and desires taking into account all stakeholders. These surveys also allow the stakeholders to have a say in the running of the school. Parent input encouraged the school to re-assess priorities and methodologies to obtaining our goals.

Taking all the stakeholders' viewpoints into account, the Board is better able to make informed decisions on the goals and procedures outlined in the LCAP.

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.

New
 Modified
 Unchanged

Goal 1

Improve Academic Performance and Increase Rigorous Learning Experiences

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

- A. 100% of all teachers are fully credentialed and fully competent in their subject matters.
- B. All students have access to Standards-aligned Instructional Materials.
- C. All school facilities are maintained and in good repair.
- D. Improve ELA and Math SBAC scores
- E. BayTech will maintain a high percentage of students who have successfully completed course requirements for UC or CSU entrance.
- F. Develop a comprehensive English Language Arts system that has structures in place to help English Language Learners.
- G. Improve passing rates on AP exams and increase the percentage of pupils who participate in the Early Assessment Program (as determined by CAASPP).
- H. Provide a broad course of study in middle school and high school.
- I. Programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC Credential files (CTC) SBAC Interim and Block Assessment GPA MAP Testing CAASPP CELDT/ELPAC Reclassification Data AP Exam Participation Course Enrollment List	A. 100% fully credentialed and appropriately placed staff. B. 100% student access to Standards Based Instructional Materials. C. 90% compliance on site inspections	A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained) B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.	A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained) B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.	A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained) B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.

CALPADS

D. 27% Math, 43% ELA (BLOCK ONLY), No Interim Data Yet

D. 40% proficiency for Reading (ELA), 31% proficiency for Math

D. 11% Math, 15% ELA

E. 100% high school cohort graduation rate, satisfying UC or CSU entrance requirements

F. 65% proficiency on CELDT/ELPAC

G. No Data for EAP, 4% with a 3 or better on AP

H. 100% enrollment in courses required by the state for middle and high school

I. No Data Available

C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)

D. Maintain a minimum of 30% proficiency on ELA and Math Interim and Block Assessments

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 30% proficiency rate on CAASPP (ELA & Math).

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year that satisfy, state, UC or CSU entrance requirements.

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels and maintain a 50% overall proficiency on CELDT/ELPAC. BayTech will maintain a 75% ELL reclassification rate for students who enter and are tested at BayTech for each year.

G. BayTech will maintain that 75% of students take at least one EAP test during their senior year as determined by CAASPP. In addition, 50% of AP exam pupils will receive a score of 3 or higher.

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field.

C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)

D. Maintain a minimum of 30% proficiency on ELA and Math Interim and Block Assessments

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 35% proficiency rate on CAASPP (ELA & Math).

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year that satisfy state, UC or CSU entrance requirements.

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels and maintain a 50% overall proficiency on CELDT/ELPAC. BayTech will maintain a 75% ELL reclassification rate for students who enter and are tested at BayTech for each year.

G. BayTech will maintain that 75% of students take at least one EAP test during their junior year as determined by CAASPP. In addition, 50% of AP exam pupils will receive a score of 3 or higher.

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field.

C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)

D. Maintain a minimum of 30% proficiency on ELA and Math Interim and Block Assessments

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 40% proficiency rate on CAASPP (ELA & Math).

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year that satisfy state, UC or CSU entrance requirements.

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels and maintain a 50% overall proficiency on CELDT/ELPAC. BayTech will maintain a 75% ELL reclassification rate for students who enter and are tested at BayTech for each year.

G. BayTech will maintain that 75% of students take at least one EAP test during their junior year as determined by CAASPP. In addition, 50% of AP exam pupils will receive a score of 3 or higher.

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field.

All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A. Increasing the retention of credentialed teachers and hire fully credential teachers.

- BayTech has developed a stipend policy for teachers to earn extra income and advance their careers.

2018-19

New Modified Unchanged

A. Increasing the retention of credentialed teachers and hire fully credential teachers.

- BayTech has developed a stipend policy for teachers to earn extra income and advance their careers.

2019-20

New Modified Unchanged

A. Increasing the retention of credentialed teachers and hire fully credential teachers.

- BayTech has developed a stipend policy for teachers to earn extra income and advance their careers.

- All teachers are encouraged by administration to attend as many professional developments as they like.

- All teachers are encouraged by administration to attend as many professional developments as they like.

- All teachers are encouraged by administration to attend as many professional developments as they like.

BUDGETED EXPENDITURES

2017-18

Amount	944,692
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	982,882
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	1,006,700
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

B. Maintain 100% student access (Annual School Accountability Report Card (SARC) to Standards-Based Instructional Materials.

- Students will benefit from teachers continuing to upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech is looking to secure additional instructional programs to enhance, support, and improve academic performance.

B. Maintain 100% student access (Annual School Accountability Report Card (SARC) to Standards-Based Instructional Materials.

- Students will benefit from teachers continuing to upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech is looking to secure additional instructional programs to enhance, support, and improve academic performance.

B. Maintain 100% student access (Annual School Accountability Report Card (SARC) to Standards-Based Instructional Materials.

- Students will benefit from teachers continuing to upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech is looking to secure additional instructional programs to enhance, support, and improve academic performance.

BUDGETED EXPENDITURES

2017-18

Amount	\$32,940
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$34,174
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$36,152
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

C. Supervision of custodial and maintenance staff.

- Conduct routine spot checks
- Submit all repairs to the Head Custodian/Building and Grounds

2018-19

New Modified Unchanged

C. Supervision of custodial and maintenance staff.

- Conduct routine spot checks
- Submit all repairs to the Head Custodian/Building and Grounds

2019-20

New Modified Unchanged

C. Supervision of custodial and maintenance staff.

- Conduct routine spot checks
- Submit all repairs to the Head Custodian/Building and Grounds

BUDGETED EXPENDITURES

2017-18

Amount \$20,120

Source Base

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$22,540

Source Base

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$24,680

Source Base

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

D. BayTech will administer ELA and Math Block and Interim Assessments to raise student performance.

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 30% proficiency rate on CAASPP (ELA & Math).

- BayTech will offer after school tutoring free of charge and make it available to all students.
- BayTech will continue its subscription with NWEA for MAP testing.
- Tutoring for students during and after school, providing additional instruction in Math & ELA
- Increase student and parent awareness on the importance and impact of State Standardized Testing

2018-19

- New Modified Unchanged

D. BayTech will administer ELA and Math Block and Interim Assessments to raise student performance.

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 35% proficiency rate on CAASPP (ELA & Math).

- BayTech will offer after school tutoring free of charge and make it available to all students.
- BayTech will continue its subscription with NWEA for MAP testing.
- Tutoring for students during and after school, providing additional instruction in Math & ELA
- Increase student and parent awareness on the importance and impact of State Standardized Testing
- Continue the student mentoring program

2019-20

- New Modified Unchanged

D. BayTech will administer ELA and Math Block and Interim Assessments to raise student performance.

D. Maintain 30% proficiency in Reading and Math on MAP tests.

D. Maintain 40% proficiency rate on CAASPP (ELA & Math).

- BayTech will offer after school tutoring free of charge and make it available to all students.
- BayTech will continue its subscription with NWEA for MAP testing.
- Tutoring for students during and after school, providing additional instruction in Math & ELA
- Increase student and parent awareness on the importance and impact of State Standardized Testing
- Continue the student mentoring program

- Create a student mentoring program
- Continue the “SBAC Teams” incentive program to motivate students to perform their best on the SBAC.
- BayTech will begin RevolutionK12's SBAC Intervention program to improve our students' ability to meet the demands of Common Core assessments.
- Improve professional learning opportunities
- Maintain use of contemporary technologies
- BayTech will increase the instructional minutes for ELA and Math by introducing block periods.

- Continue the “SBAC Teams” incentive program to motivate students to perform their best on the SBAC
- BayTech will continue using RevolutionK12's SBAC Intervention program to improve our students' ability to meet the demands of Common Core assessments.
- Improve professional learning opportunities
- Maintain use of contemporary technologies
- BayTech will continue scheduling block periods for ELA and Math.

- Continue the “SBAC Teams” incentive program to motivate students to perform their best on the SBAC
- BayTech will continue using RevolutionK12's SBAC Intervention program to improve our students' ability to meet the demands of Common Core assessments.
- Improve professional learning opportunities
- Maintain use of contemporary technologies
- BayTech will continue scheduling block periods for ELA and Math.

BUDGETED EXPENDITURES

2017-18

Amount	\$32,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$34,540
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$36,850
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **5**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year to satisfy state, UC or CSU entrance requirements.

- BayTech will maintain 75% college acceptance rate of graduating senior class each year.
- BayTech will continue to offer free SAT prep courses.
- BayTech will maintain 90% college application rate of graduating senior class each year by providing College Counselor assistance throughout the year.

2018-19

- New Modified Unchanged

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year to satisfy state, UC or CSU entrance requirements.

- BayTech will maintain 75% college acceptance rate of graduating senior class each year.
- BayTech will continue to offer free SAT prep courses.
- BayTech will maintain 90% college application rate of graduating senior class each year by providing College Counselor assistance throughout the year.
- Continue using a dedicated college counselor to increase awareness and improve college readiness.
- Continue creating a College Bound Events Calendar to inform families of all test dates, college nights, school visits and information sessions.

2019-20

- New Modified Unchanged

E. BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year to satisfy state, UC or CSU entrance requirements.

- BayTech will maintain 75% college acceptance rate of graduating senior class each year.
- BayTech will continue to offer free SAT prep courses.
- BayTech will maintain 90% college application rate of graduating senior class each year by providing College Counselor assistance throughout the year.
- Continue using a dedicated college counselor to increase awareness and improve college readiness.
- Continue creating a College Bound Events Calendar to inform families of all test dates, college nights, school visits and information sessions.

- A dedicated college counselor is now on staff to increase awareness and improve college readiness.
- A College Bound Events Calendar was created to inform families of all test dates, college nights, school visits and information sessions.
- BayTech will maintain 100% of senior SAT/ACT participation.
- BayTech will continue offering Saturday SAT prep courses for students interested in taking the exam. A new program, RevolutionK12 will provide BayTech with on-site tutoring focused on increasing SAT scores.
- BayTech will begin a partnership with RevolutionK12. A comprehensive program solution delivered in-person at BayTech's campus by a trained Revolution K12 instructor. A custom SAT prep program will be anchored by 2-hour class sessions (delivered once per week) throughout the 2017-2018 school year.
- BayTech will consistently use Navience to prepare students for the SAT. This program is online.

- BayTech will maintain 100% of senior SAT/ACT participation.
- BayTech will continue offering Saturday SAT prep courses for students interested in taking the exam. RevolutionK12 will continue to provide BayTech with on-site tutoring focused on increasing SAT scores.
- BayTech will continue a partnership with RevolutionK12. A comprehensive program solution delivered in-person at BayTech's campus by a trained Revolution K12 instructor. A custom SAT prep program will be anchored by 2-hour class sessions (delivered once per week) throughout the 2018-2019 school year.
- BayTech will continue to consistently use Navience to prepare students for the SAT. This program is online.
- BayTech will continue to offer an "unofficial" SAT day for juniors at our school site to simulate the real experience.
- BayTech will continue to offer an official PSAT at our school site and achieve 80% participation among juniors.
- BayTech will continue to host their annual STEM EXPO. This event enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

- BayTech will maintain 100% of senior SAT/ACT participation.
- BayTech will continue offering Saturday SAT prep courses for students interested in taking the exam. RevolutionK12 will continue to provide BayTech with on-site tutoring focused on increasing SAT scores.
- BayTech will continue a partnership with RevolutionK12. A comprehensive program solution delivered in-person at BayTech's campus by a trained Revolution K12 instructor. A custom SAT prep program will be anchored by 2-hour class sessions (delivered once per week) throughout the 2019-2020 school year.
- BayTech will continue to consistently use Navience to prepare students for the SAT. This program is online.
- BayTech will continue to offer an "unofficial" SAT day for juniors at our school site to simulate the real experience.
- BayTech will continue to offer an official PSAT at our school site and achieve 80% participation among juniors.
- BayTech will continue to host their annual STEM EXPO. This event enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

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- BayTech will offer an official PSAT at our school site and achieve 80% participation among juniors.
- BayTech will continue to host their annual STEM EXPO. This event enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

BUDGETED EXPENDITURES

2017-18

Amount	\$36,000
Source	Concentration
Budget Reference	0000: Unrestricted

2018-19

Amount	\$42,600
Source	Concentration
Budget Reference	0000: Unrestricted

2019-20

Amount	\$48,600
Source	Concentration
Budget Reference	0000: Unrestricted

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels.

- BayTech will identify one person as the CELDT/ELPAC test coordinator.
- Preparing teachers to administer the CELDT/ELPAC exam by hiring professional trainers.
- BayTech will schedule convenient testing times for testing to take place in quiet non-shared classrooms.
- ESL students will be identified based on their CELDT/ELPAC scores for intervention classes.
- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes

2018-19

- New Modified Unchanged

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels.

- BayTech will identify one person as the CELDT/ELPAC test coordinator.
- Preparing teachers to administer the CELDT/ELPAC exam by hiring professional trainers.
- BayTech will schedule convenient testing times for testing to take place in quiet non-shared classrooms.
- ESL students will be identified based on their CELDT/ELPAC scores for intervention classes.
- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes

2019-20

- New Modified Unchanged

F. Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels.

- BayTech will identify one person as the CELDT/ELPAC test coordinator.
- Preparing teachers to administer the CELDT/ELPAC exam by hiring professional trainers.
- BayTech will schedule convenient testing times for testing to take place in quiet non-shared classrooms.
- ESL students will be identified based on their CELDT/ELPAC scores for intervention classes.
- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$64,617	Amount	\$66,159	Amount	\$68,179
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
G. BayTech will maintain that 75% of students take at least one EAP test during their senior year. In addition, 50% of AP exam pupils will receive a score of 3 or higher. • All seniors will participate in fall EAP testing if they are not identified as	G. BayTech will maintain that 75% of students take at least one EAP test during their senior year. In addition, 50% of AP exam pupils will receive a score of 3 or higher.	G. BayTech will maintain that 75% of students take at least one EAP test during their senior year. In addition, 50% of AP exam pupils will receive a score of 3 or higher.

college ready by CAASPP in their junior year.

- BayTech will provide the Navience program to improve academic performance.
- BayTech will provide AP practice tests throughout the year.

- All seniors will participate in fall EAP testing if they are not identified as college ready by CAASPP in their junior year.
- BayTech will provide the Navience program to improve academic performance.
- BayTech will provide AP practice tests throughout the year.

- All seniors will participate in fall EAP testing if they are not identified as college ready by CAASPP in their junior year.
- BayTech will provide the Navience program to improve academic performance.
- BayTech will provide AP practice tests throughout the year.

BUDGETED EXPENDITURES

2017-18

Amount	\$22,600
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$26,450
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$28,860
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

- BayTech will offer one hour of grade level ELA, Math, Science, History, and PE. In addition, one hour of an elective course that will include two semesters of World Languages (MS - elective, HS - required) and Computer Literacy (HS only).

2018-19

New Modified Unchanged

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

- BayTech will offer one hour of grade level ELA, Math, Science, History, and PE. In addition, one hour of an elective course that will include two semesters of World Languages (MS - elective, HS - required) and Computer Literacy (HS only).

2019-20

New Modified Unchanged

H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.

- BayTech will offer one hour of grade level ELA, Math, Science, History, and PE. In addition, one hour of an elective course that will include two semesters of World Languages (MS - elective, HS - required) and Computer Literacy (HS only).

BUDGETED EXPENDITURES

2017-18

Amount	\$22,000
Source	Federal Funds
Budget Reference	0000: Unrestricted

2018-19

Amount	\$24,560
Source	Federal Funds
Budget Reference	0000: Unrestricted

2019-20

Amount	\$25,250
Source	Federal Funds
Budget Reference	0000: Unrestricted

Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field. All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

- BayTech has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom.
- BayTech will continue searching for PD's that instruct our staff on how to best serve unduplicated students.
- BayTech's home visit program targets all of the students currently enrolled in the school. This includes all unduplicated pupils and exceptional individuals.
- The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice.

2018-19

New Modified Unchanged

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field. All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

- BayTech has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom.
- BayTech will continue searching for PD's that instruct our staff on how to best serve unduplicated students.
- BayTech's home visit program targets all of the students currently enrolled in the school. This includes all unduplicated pupils and exceptional individuals.
- The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice.

2019-20

New Modified Unchanged

I. BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field. All unduplicated pupils and exceptional individuals will be offered resources according to their needs.

- BayTech has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom.
- BayTech will continue searching for PD's that instruct our staff on how to best serve unduplicated students.
- BayTech's home visit program targets all of the students currently enrolled in the school. This includes all unduplicated pupils and exceptional individuals.
- The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$120,500	Amount	\$130,500	Amount	\$136,500
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

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.

New
 Modified
 Unchanged

Goal 2

Develop a comprehensive academic program that will enable English learners to access all California standards and ELD standards. Students will achieve grade level academic standards while meeting EL proficiency levels.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

A. Implementation of the state board adopted academic content and performance standards for all students.
 B. Enable English learners to access the CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MAP (NWEA) CAASPP Interims/Block Assessments CELDT/ELPAC ACCUSSESS	A-1. No Data Available (NEW) A-2. 40% proficiency for Reading (ELA), 31% proficiency for Math A-3. 100% participation in professional developments B-1. 100% ELL participation B-2. 65% proficiency on CELDT	A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the SBAC interim and summative exam (CAASPP). BayTech will achieve at least 30% proficiency for ELA and Math. A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading and Math on MAP Testing (NWEA). BayTech will achieve at least 30% proficiency for Reading (ELA) and Math. A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.	A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the SBAC interim and summative exam (CAASPP). BayTech will achieve at least 30% proficiency for ELA and Math. A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading and Math on MAP Testing (NWEA). BayTech will achieve at least 30% proficiency for Reading (ELA) and Math. A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.	A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the SBAC interim and summative exam (CAASPP). BayTech will achieve at least 30% proficiency for ELA and Math. A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading and Math on MAP Testing (NWEA). BayTech will achieve at least 30% proficiency for Reading (ELA) and Math. A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.

		<p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p> <p>B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.</p>	<p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p> <p>B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.</p>	<p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p> <p>B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.</p>
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the

A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the

A-1. Instructional practice will evolve to support students who are proficient or advanced in ELA and Math on the

SBAC interim and summative exam (CAASPP). BayTech will achieve at least 30% proficiency for ELA and Math.

- BayTech will continue to hold monthly grade level, department, and staff meetings to guide the vertical and horizontal alignment of the curriculum and CCSS.
- BayTech teachers will continue to create and upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech will create a data analysis team to evaluate proficiency data on an ongoing basis.

SBAC interim and summative exam (CAASPP). BayTech will maintain at least 30% proficiency for ELA and Math.

- BayTech will continue to hold monthly grade level, department, and staff meetings to guide the vertical and horizontal alignment of the curriculum and CCSS.
- BayTech teachers will continue to create and upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech's data analysis team will continue to evaluate proficiency data on an ongoing basis.

SBAC interim and summative exam (CAASPP). BayTech will maintain at least 30% proficiency for ELA and Math.

- BayTech will continue to hold monthly grade level, department, and staff meetings to guide the vertical and horizontal alignment of the curriculum and CCSS.
- BayTech teachers will continue to create and upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers all California State standards.
- BayTech's data analysis team will continue to evaluate proficiency data on an ongoing basis.

BUDGETED EXPENDITURES

2017-18

Amount	\$20,250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$22,600
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$24,560
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$22,600
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$26,800
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$26,800
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading (ELA) and Math on MAP tests. BayTech will achieve at least 30% proficiency for Reading (ELA) and Math.

- BayTech will continue to conduct MAP Testing twice a year to determine individual areas of weakness for each student.
- The BayTech Data Analysis Team will review data using the Northwest Evaluation Assessment. NWEA provides BayTech with aggregate data as well as disaggregated data that breaks down the scores for individual

2018-19

New Modified Unchanged

A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading (ELA) and Math on MAP tests. BayTech will maintain at least 30% proficiency for Reading (ELA) and Math.

- BayTech will continue to conduct MAP Testing twice a year to determine individual areas of weakness for each student.
- BayTech Data Analysis Team will continue to review data provided by the Northwest Evaluation Assessment. NWEA provides BayTech with aggregate data as well as disaggregated data that breaks down the scores for individual students allowing teachers to pinpoint areas of additional support and plan lessons accordingly, targeting their learning needs.

2019-20

New Modified Unchanged

A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading (ELA) and Math on MAP tests. BayTech will maintain at least 30% proficiency for Reading (ELA) and Math.

- BayTech will continue to conduct MAP Testing twice a year to determine individual areas of weakness for each student.
- BayTech Data Analysis Team will continue to review the data provided by the Northwest Evaluation Assessment. NWEA provides BayTech with aggregate data as well as disaggregated data that breaks down the scores for individual students allowing teachers to pinpoint areas of additional support and plan lessons accordingly, targeting their learning needs.

students allowing teachers to pinpoint areas of additional support and plan lessons accordingly, targeting their learning needs.

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$5,000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$6,000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.

- BayTech will continue to provide professional developments with a focus on observations and feedback to support the implementation and alignment of CCSS and ELD standards.
- Continue the external training of the Atlas curriculum and Plato Courseware development training.
- All teachers will participate in professional developments provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies to increase student proficiency.

New
 Modified
 Unchanged

A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.

- BayTech will continue to provide professional developments with a focus on observations and feedback to support the implementation and alignment of CCSS and ELD standards.
- Continue the external training of the Atlas curriculum and Plato Courseware development training.
- All teachers will continue to participate in professional developments provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies to increase student proficiency.

New
 Modified
 Unchanged

A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.

- BayTech will continue to provide professional developments with a focus on observations and feedback to support the implementation and alignment of CCSS and ELD standards.
- Continue the external training of the Atlas curriculum and Plato Courseware development training.
- All teachers will continue to participate in professional developments provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies to increase student proficiency.

BUDGETED EXPENDITURES

2017-18

Amount	\$18,600
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$20,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$22,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **4**

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

[Students to be Served](#)
 All
 Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.

- BayTech students will continue to be tested twice (ACCUSSESS, MAP) a year to determine their proficiency level. After the pre-test, students will be placed in appropriate intervention classes. Post-test results will show student growth at the end of the year.
- BayTech will continue administering the CELDT exam to all ELL's in the beginning of the school year. Students will be placed in their appropriate ESL class based upon their score.

2018-19

New Modified Unchanged

B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.

- BayTech students will continue to be tested twice (ACCUSSESS, MAP) a year to determine their proficiency level. After the pre-test, students will be placed in appropriate intervention classes. Post-test results will show student growth at the end of the year.
- BayTech will begin administering the ELPAC exam to all ELL's in the beginning of the school year. Students will be placed in their appropriate ESL class based upon their score.

2019-20

New Modified Unchanged

B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.

- BayTech students will continue to be tested twice (ACCUSSESS, MAP) a year to determine their proficiency level. After the pre-test, students will be placed in appropriate intervention classes. Post-test results will show student growth at the end of the year.
- BayTech will continue administering the ELPAC exam to all ELL's in the beginning of the school year. Students will be placed in their appropriate ESL class based upon their score.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.

2018-19

New Modified Unchanged

B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.

2019-20

New Modified Unchanged

B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.

- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes.
- BayTech will place all ELL students in extra ESL classes until they meet their identified proficiency or academic level.

- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes.
- BayTech will place all ELL students in extra ESL classes until they meet their identified proficiency or academic level.

- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes.
- BayTech will place all ELL students in extra ESL classes until they meet their identified proficiency or academic level.

BUDGETED EXPENDITURES

2017-18

Amount	\$70,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$72,600
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$74,600
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Action 6

[Students to be Served](#) All Students with Disabilities

OR

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

BUDGETED EXPENDITURES

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.

New
 Modified
 Unchanged

Goal 3 Increase Parent Involvement and Student Engagement

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

- A. Address parent input in making decisions for the school.
- B. Address parent participation in programs for unduplicated students and for individuals with exceptional needs.
- C. Address attendance rates and chronic absenteeism.
- D. Measure middle and high school drop out rates.
- E. Measure graduation rates.
- F. Measure suspension and expulsion rates.
- G. Measure the sense of safety and school connectedness through pupil, parent, and teacher surveys.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent/student orientation attendance monthly parent club meetings annual events surveys student attendance (ADA) graduation rate suspension rate drop out and expulsion rate	A-1. 85% participation (orientation) 50% participation (conferences) A-2. Monthly meetings (Saturdays) B. No Data Available (NEW) C. 95% ADA, 2.2% chronic absenteeism D. 0% drop out rate E. 100% graduation rate	A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences. A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events and educational sessions. B. BayTech will arrange for 100% parent participation for all	A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences. A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events and educational sessions. B. BayTech will arrange for 100% parent participation for all	A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences. A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events and educational sessions. B. BayTech will arrange for 100% parent participation for all

	<p>F. 4.3% suspension rate school wide</p> <p>G. 80% positivity rate</p>	<p>school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.</p> <p>C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.</p> <p>D. BayTech will maintain a less than 5% drop out rate school wide.</p> <p>E. BayTech will maintain a 90% or higher graduation rate for high school seniors.</p> <p>F. BayTech will maintain a less than 5% suspension rate school wide.</p> <p>G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.</p>	<p>school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.</p> <p>C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.</p> <p>D. BayTech will maintain a less than 5% drop out rate school wide.</p> <p>E. BayTech will maintain a 90% or higher graduation rate for high school seniors.</p> <p>F. BayTech will maintain a less than 5% suspension rate school wide.</p> <p>G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.</p>	<p>school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.</p> <p>C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.</p> <p>D. BayTech will maintain a less than 5% drop out rate school wide.</p> <p>E. BayTech will maintain a 90% or higher graduation rate for high school seniors.</p> <p>F. BayTech will maintain a less than 5% suspension rate school wide.</p> <p>G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.</p>
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.

- BayTech will continue to hold at least three days of parent/student orientation in August. Emergency orientations will be offered as necessary to increase maximum participation. BayTech will continue to provide language translation for Spanish speaking parents during orientation.
- BayTech will continue to hold four days of parent/teacher conferences each semester. Spanish language translation will be provided.

2018-19

- New Modified Unchanged

A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.

- BayTech will continue to hold at least three days of parent/ student orientation in August. Emergency orientations will be offered as necessary to increase maximum participation. BayTech will continue to provide language translation for Spanish speaking parents during orientation.
- BayTech will continue to hold four days of parent/teacher conferences each semester. Spanish language translation will be provided.

2019-20

- New Modified Unchanged

A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.

- BayTech will continue to hold at least three days of parent/ student orientation in August. Emergency orientations will be offered as necessary to increase maximum participation. BayTech will continue to provide language translation for Spanish speaking parents during orientation.
- BayTech will continue to hold four days of parent/teacher conferences each semester. Spanish language translation will be provided.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events, and educational sessions.

2018-19

New Modified Unchanged

A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events, and educational sessions.

2019-20

New Modified Unchanged

A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events, and educational sessions.

- BayTech will continue to conduct parent/guardian club meetings (open to all parents) on a monthly basis to discuss and organize social events, fundraising activities, and school improvements.
- BayTech will continue to host the Harvest Festival in the fall and the Cultural Food Fair in the spring. Both events are organized to encourage maximum parent/guardian participation.
- BayTech will continue to host a Back to School Night in September.
Teachers give information to parents on the curriculum covered for the school year, classroom rules/policies, and provide brief updates on student progress.
- BayTech will continue utilizing COOLSIS to help communicate immediately on academics, behavior, and attendance with all parents/guardians.
- Parents will continue to be contacted via School Messenger, our telephone communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and mail newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.

- BayTech will continue to conduct parent/guardian club meetings (open to all parents) on a monthly basis to discuss and organize social events, fundraising activities, and school improvements.
- BayTech will continue to host the Harvest Festival in the fall and the Cultural Food Fair in the spring. Both events are organized to encourage maximum parent/guardian participation.
- BayTech will continue to host a Back to School Night in September. Teachers give information to parents on the curriculum covered for the school year, classroom rules/policies, and provide brief updates on student progress.
- BayTech will continue utilizing COOLSIS to help communicate immediately on academics, behavior, and attendance with all parents/guardians.
- Parents will continue to be contacted via School Messenger, our telephone communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and mail newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.
- BayTech will continue to update and maintain the school website to inform parents of upcoming school-sponsored events and activities.

- BayTech will continue to conduct parent/guardian club meetings (open to all parents) on a monthly basis to discuss and organize social events, fundraising activities, and school improvements.
- BayTech will continue to host the Harvest Festival in the fall and the Cultural Food Fair in the spring. Both events are organized to encourage maximum parent/guardian participation.
- BayTech will continue to host a Back to School Night in September. Teachers give information to parents on the curriculum covered for the school year, classroom rules/policies, and provide brief updates on student progress.
- BayTech will continue utilizing COOLSIS to help communicate immediately on academics, behavior, and attendance with all parents/guardians.
- Parents will continue to be contacted via School Messenger, our telephone communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and mail newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.
- BayTech will continue to update and maintain the school website to inform parents of upcoming school-sponsored events and activities.

- BayTech will continue to update and maintain the school website to inform parents of upcoming school-sponsored events and activities.

BUDGETED EXPENDITURES

2017-18

Amount \$6,800

Source Base

Budget Reference 0000: Unrestricted

2018-19

Amount \$7,200

Source Base

Budget Reference 0000: Unrestricted

2019-20

Amount 8,600

Source Base

Budget Reference 0000: Unrestricted

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

B. BayTech will arrange for 100% parent participation for all school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.

- BayTech will continue to conduct meetings as a collaborative parent-professional team which respects cultural differences and differing viewpoints of disability.
- BayTech will continue conducting home visits to help establish a better understanding of the learning environment at home.

B. BayTech will arrange for 100% parent participation for all school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.

- BayTech will continue to conduct meetings as a collaborative parent-professional team which respects cultural differences and differing viewpoints of disability.
- BayTech will continue conducting home visits to help establish a better understanding of the learning environment at home.

B. BayTech will arrange for 100% parent participation for all school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.

- BayTech will continue to conduct meetings as a collaborative parent-professional team which respects cultural differences and differing viewpoints of disability.
- BayTech will continue conducting home visits to help establish a better understanding of the learning environment at home.

BUDGETED EXPENDITURES

2017-18

Amount	\$6,600
Source	Base
Budget Reference	0000: Unrestricted

2018-19

Amount	\$6,800
Source	Base
Budget Reference	0000: Unrestricted

2019-20

Amount	7,600
Source	Base
Budget Reference	0000: Unrestricted

Action 4

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.

- BayTech staff will continue to assist students in maintaining good attendance and help support students to deter absenteeism and dropping out.
- Office personnel will continue to follow up student attendance by contacting parents/guardians via phone, email, and COOLSIS.

2018-19

New Modified Unchanged

C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.

- BayTech staff will continue to assist students in maintaining good attendance and help support students to deter absenteeism and dropping out.
- Office personnel will continue to follow up student attendance by contacting parents/guardians via phone, email, and COOLSIS.

2019-20

New Modified Unchanged

C. BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.

- BayTech staff will continue to assist students in maintaining good attendance and help support students to deter absenteeism and dropping out.
- Office personnel will continue to follow up student attendance by contacting parents/guardians via phone, email, and COOLSIS.

BUDGETED EXPENDITURES

2017-18

Amount	\$11,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	\$11,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries

2019-20

Amount	\$12,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	\$6,200	Amount	\$6,800	Amount	\$7,400
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted
Amount	\$20,000	Amount	\$22,000	Amount	\$24,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **5**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

D. BayTech will maintain a less than 5% drop out rate school wide.

2018-19

New Modified Unchanged

D. BayTech will maintain a less than 5% drop out rate school wide.

2019-20

New Modified Unchanged

D. BayTech will maintain a less than 5% drop out rate school wide.

- BayTech's Office Manager will continue to identify chronic absences and take early measures to prevent absenteeism including; phone calls home, emails, parent meetings, and truancy letters after three absences.
- BayTech will continue employing a full-time school counselor to help students who are referred for their academic, discipline, emotional well-being, or attendance concerns.

- BayTech's Office Manager will continue to identify chronic absences and take early measures to prevent absenteeism including; phone calls home, emails, parent meetings, and truancy letters after three absences.
- BayTech will continue employing a full-time school counselor to help students who are referred for their academic, discipline, emotional well-being, or attendance concerns.

- BayTech's Office Manager will continue to identify chronic absences and take early measures to prevent absenteeism including; phone calls home, emails, parent meetings, and truancy letters after three absences.
- BayTech will continue employing a full-time school counselor to help students who are referred for their academic, discipline, emotional well-being, or attendance concerns.

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$32,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$32,600
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

E. BayTech will maintain a 90% or higher graduation rate for high school seniors.

- BayTech will continue utilizing Edmentum-Plato Courseware. Students are able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their low grades.
- BayTech's Academic Dean and College Counselor will continue to identify students with credit deficiencies and will utilize school resources to ensure credit completion towards graduation.

2018-19

New Modified Unchanged

E. BayTech will maintain a 90% or higher graduation rate for high school seniors.

- BayTech will continue utilizing Edmentum-Plato Courseware. Students are able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their low grades.
- BayTech's Academic Dean and College Counselor will continue to identify students with credit deficiencies and will utilize school resources to ensure credit completion towards graduation.

2019-20

New Modified Unchanged

E. BayTech will maintain a 90% or higher graduation rate for high school seniors.

- BayTech will continue utilizing Edmentum-Plato Courseware. Students are able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their low grades.
- BayTech's Academic Dean and College Counselor will continue to identify students with credit deficiencies and will utilize school resources to ensure credit completion towards graduation.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$46,000
Source	Supplemental and Concentration
Budget Reference	0000: Unrestricted

2018-19

Amount	\$48,000
Source	Supplemental and Concentration
Budget Reference	0000: Unrestricted

2019-20

Amount	\$50,000
Source	Supplemental and Concentration
Budget Reference	0000: Unrestricted

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

F. BayTech will maintain a less than 5% suspension rate school wide.

- BayTech will continue implementing restorative discipline practices to help students recognize that those affected by harm can work together to repair it. This collaboration leads to true accountability.

2018-19

New Modified Unchanged

F. BayTech will maintain a less than 5% suspension rate school wide.

- BayTech will continue implementing restorative discipline practices to help students recognize that those affected by harm can work together to repair it. This collaboration leads to true accountability.

2019-20

New Modified Unchanged

F. BayTech will maintain a less than 5% suspension rate school wide.

- BayTech will continue implementing restorative discipline practices to help students recognize that those affected by harm can work together to repair it. This collaboration leads to true accountability.

BUDGETED EXPENDITURES

2017-18

Amount \$22,000

2018-19

Amount 22,600

2019-20

Amount \$24,500

Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **8**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.

- BayTech will continue to implement the California Healthy Kids Survey for parents, students, and staff in English and Spanish.

2018-19

New Modified Unchanged

G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.

- BayTech will continue to implement the California Healthy Kids Survey for parents, students, and staff in English and Spanish.
- BayTech will continue to provide a physically and emotionally safe learning environment to be

2019-20

New Modified Unchanged

G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.

- BayTech will continue to implement the California Healthy Kids Survey for parents, students, and staff in English and Spanish.
- BayTech will continue to provide a physically and emotionally safe learning environment to be

- BayTech will continue to provide a physically and emotionally safe learning environment to be holistically established by enforcing the school policies, rules, and mission.

holistically established by enforcing the school policies, rules, and mission.

holistically established by enforcing the school policies, rules, and mission.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,600
Source	Base
Budget Reference	0000: Unrestricted

2018-19

Amount	\$4,800
Source	Base
Budget Reference	0000: Unrestricted

2019-20

Amount	\$5,200
Source	Base
Budget Reference	0000: Unrestricted

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$122,633 - 12.69%

Percentage to Increase or Improve Services:

87%

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](#)).

Bay Area Technology School's identified GAP funding expectation in FY 14-15 was 29.15%, \$419,255. This amount is 52.26% - \$237,713 in 15-16, \$122,633 in 16-17 and \$98,800 in 17-18, \$86,000 in 18-19 and \$96,500 in 19-20. These funds are calculated based on our population of English Language Learners, students identified as socio-economically disadvantaged, and foster youth.

The Charter School will offer a variety of support programs and supports specifically for English learners, low-income students and foster youth. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. The Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, character education classes, positive behavior support and restorative practices.

Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. The Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, the Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

The Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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 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 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 *Education Code* 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) "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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,403,376.00	1,439,485.00	1,593,319.00	1,681,265.00	1,791,551.00	5,066,135.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	40,000.00	48,000.00	0.00	0.00	0.00	0.00
Base	1,215,376.00	1,256,985.00	1,230,279.00	1,289,091.00	1,383,599.00	3,902,969.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	70,000.00	70,000.00	68,940.00	76,774.00	84,752.00	230,466.00
Federal Funds	0.00	0.00	22,000.00	24,560.00	25,250.00	71,810.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	120,500.00	130,500.00	136,500.00	387,500.00
Supplemental	10,000.00	10,000.00	70,000.00	72,600.00	74,600.00	217,200.00
Supplemental and Concentration	68,000.00	54,500.00	81,600.00	87,740.00	86,850.00	256,190.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,403,376.00	1,439,485.00	1,593,319.00	1,681,265.00	1,791,551.00	5,066,135.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	97,100.00	109,900.00	131,800.00	145,960.00	198,530.00	476,290.00
0001-0999: Unrestricted: Locally Defined	0.00	50,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	997,276.00	980,085.00	1,077,632.00	1,121,656.00	1,150,052.00	3,349,340.00
2000-2999: Classified Personnel Salaries	123,000.00	104,500.00	33,000.00	34,100.00	36,500.00	103,600.00
4000-4999: Books And Supplies	83,000.00	83,000.00	52,120.00	57,080.00	61,530.00	170,730.00
5000-5999: Services And Other Operating Expenditures	78,000.00	78,000.00	107,467.00	113,319.00	121,779.00	342,565.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00	33,500.00	66,200.00	73,450.00	80,860.00	220,510.00
5900: Communications	0.00	0.00	4,600.00	5,200.00	5,800.00	15,600.00
7000-7439: Other Outgo	0.00	0.00	120,500.00	130,500.00	136,500.00	387,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,403,376.00	1,439,485.00	1,593,319.00	1,681,265.00	1,791,551.00	5,066,135.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	After School Education and Safety (ASES)	40,000.00	48,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	57,100.00	61,900.00	24,200.00	25,600.00	74,680.00	124,480.00
0000: Unrestricted	Concentration	0.00	0.00	36,000.00	42,600.00	48,600.00	127,200.00
0000: Unrestricted	Federal Funds	0.00	0.00	22,000.00	24,560.00	25,250.00	71,810.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	0.00	0.00	49,600.00	53,200.00	50,000.00	152,800.00
0001-0999: Unrestricted: Locally Defined	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	50,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	887,276.00	863,585.00	974,692.00	1,014,882.00	1,039,300.00	3,028,874.00
1000-1999: Certificated Personnel Salaries	Concentration	70,000.00	70,000.00	32,940.00	34,174.00	36,152.00	103,266.00
1000-1999: Certificated Personnel Salaries	Supplemental	10,000.00	10,000.00	70,000.00	72,600.00	74,600.00	217,200.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	36,500.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	103,000.00	104,500.00	33,000.00	34,100.00	36,500.00	103,600.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	20,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	65,000.00	65,000.00	20,120.00	22,540.00	24,680.00	67,340.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	18,000.00	18,000.00	32,000.00	34,540.00	36,850.00	103,390.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	78,000.00	78,000.00	107,467.00	113,319.00	121,779.00	342,565.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	25,000.00	33,500.00	66,200.00	73,450.00	80,860.00	220,510.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	0.00	0.00	4,600.00	5,200.00	5,800.00	15,600.00
7000-7439: Other Outgo	Special Education	0.00	0.00	120,500.00	130,500.00	136,500.00	387,500.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,295,469.00	1,364,405.00	1,411,771.00	4,071,645.00
Goal 2	140,050.00	149,960.00	202,080.00	492,090.00
Goal 3	157,800.00	166,900.00	177,700.00	502,400.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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