

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay Area Technology School

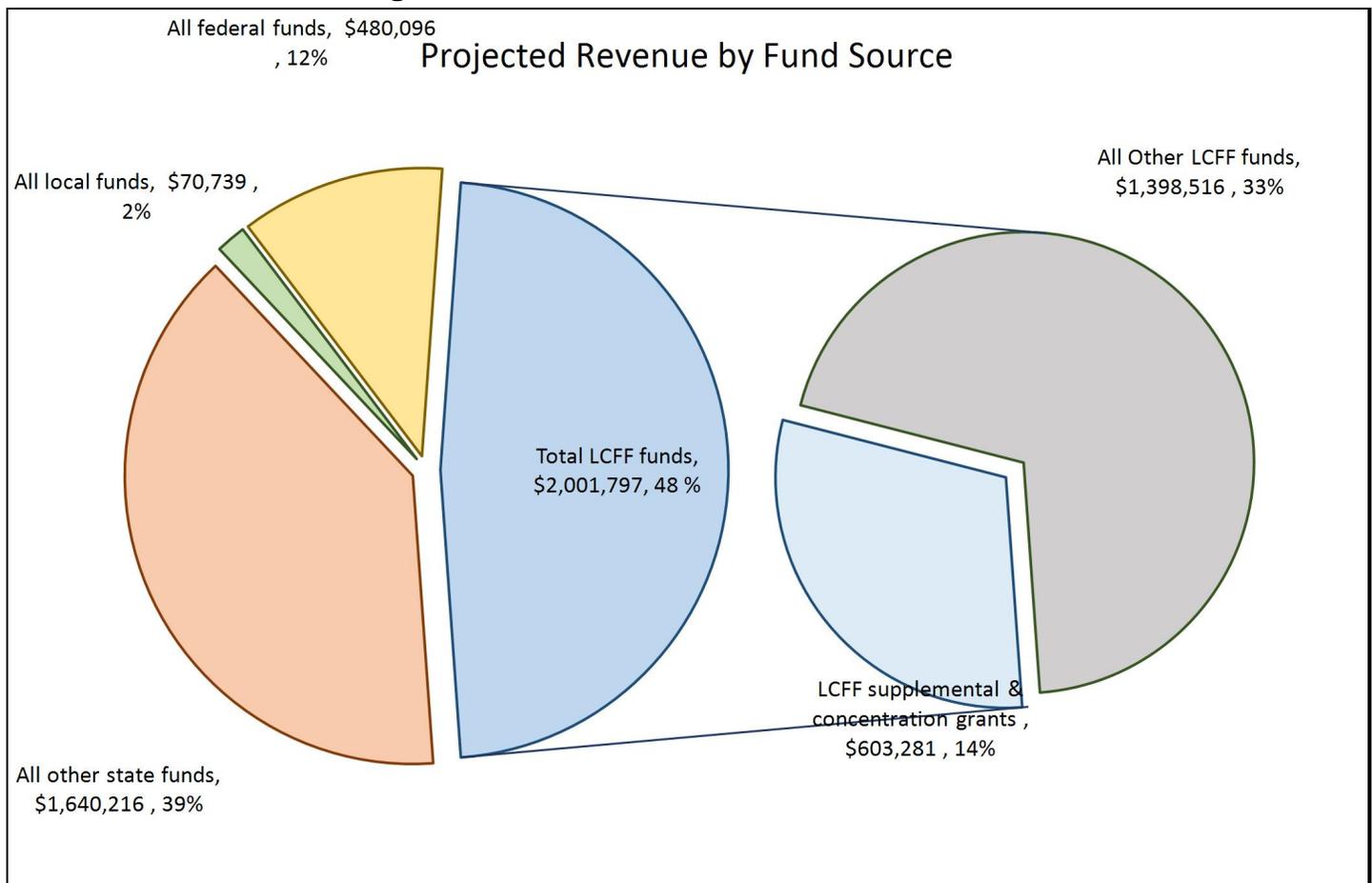
CDS Code: 01 61259 0106906

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Seth Feldman, Executive Director/Principal

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

## Budget Overview for the 2019-20 LCAP Year

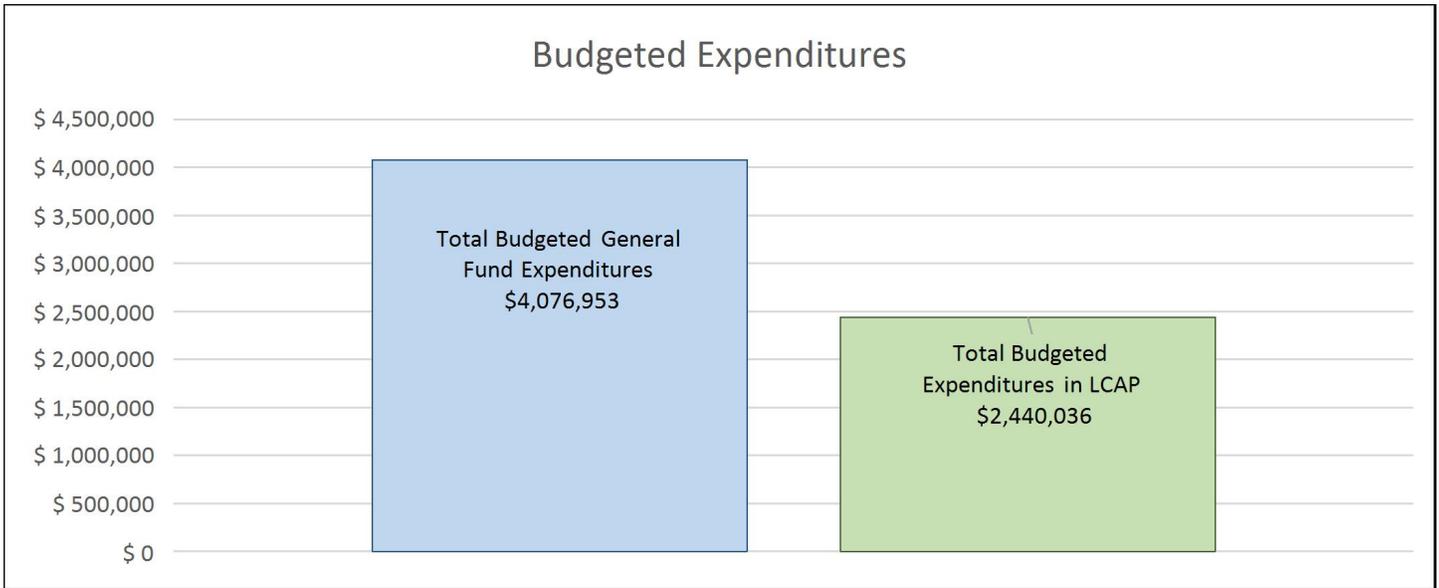


This chart shows the total general purpose revenue Bay Area Technology School expects to receive in the coming year from all sources.

The total revenue projected for Bay Area Technology School is \$4,192,848, of which \$2,001,797 is Local Control Funding Formula (LCFF), \$1,640,216 is other state funds, \$70,739 is local funds, and \$480,096 is federal funds. Of the \$2,001,797 in LCFF Funds, \$603,281 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bay Area Technology School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Bay Area Technology School plans to spend \$4,076,953 for the 2019-20 school year. Of that amount, \$2,440,036 is tied to actions/services in the LCAP and \$1,636,917 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

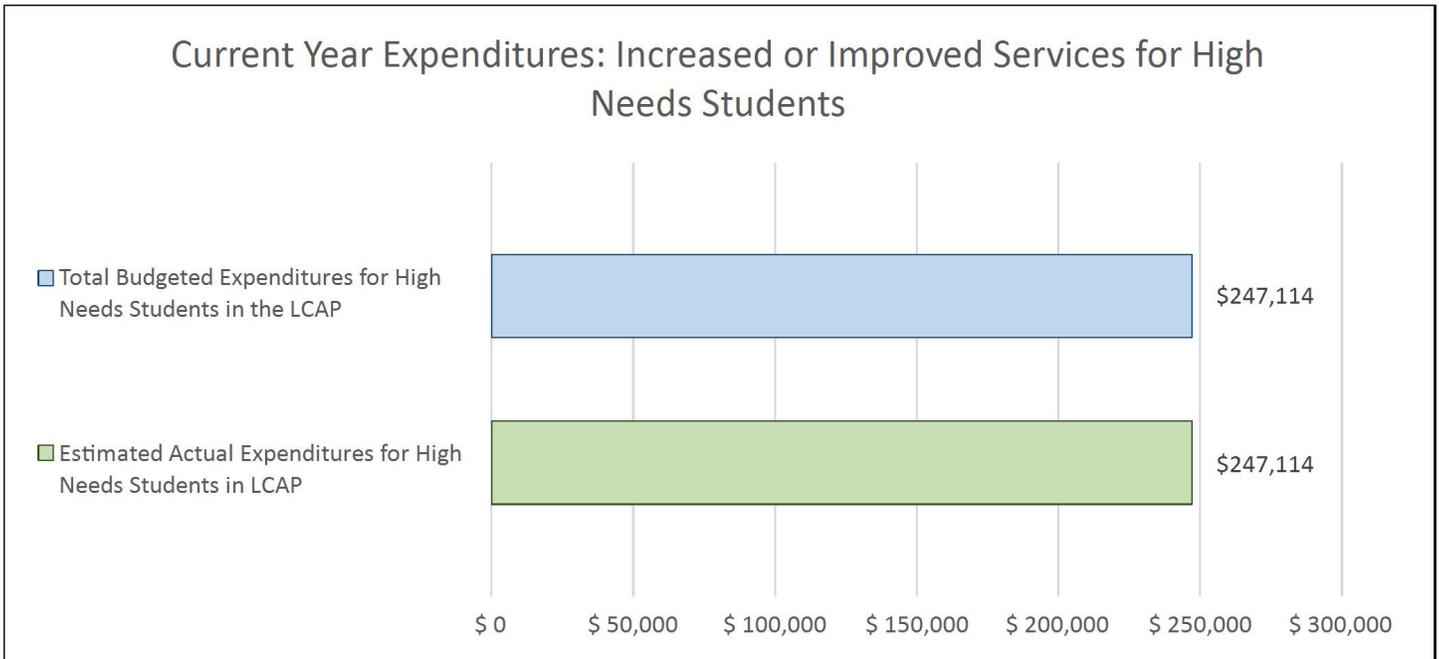
Special Education, utilities, educational supplies paid by restricted funds such as lottery, CSI, middle grades electives paid by Measure g, and Title I. In addition, this LCAP does not include copier and all other leases, some management and classified salaries, personnel benefits, back office contracts, building repairs and facilities leases, legal fees, audit and other general services, and technology infrastructure along with communication/internet services. Also not included are components of the NSLP and the after school program.

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

In 2019-20, Bay Area Technology School is projecting it will receive \$603,281 based on the enrollment of foster youth, English learner, and low-income students. Bay Area Technology School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Bay Area Technology School plans to spend \$687,256 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2018-19, Bay Area Technology School's LCAP budgeted \$247,114 for planned actions to increase or improve services for high needs students. Bay Area Technology School estimates that it will actually spend \$247,114 for actions to increase or improve services for high needs students in 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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bay Area Technology School	Seth Feldman Executive Director/Principal	sfeldman@baytechschool.org (510) 382-9932

## 2017-20 Plan Summary

### The Story

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

BayTech's Story,

BayTech is an Oakland-authorized charter school for grades 6–12. Located on King Estates in East Oakland, it operates as a site-based school and is primarily designed to meet the needs of the students in the Oakland Unified School District (OUSD). BayTech opened its doors in August of 2004 with 78 students in Oakland. The School has changed two locations over the years and is now located at a district facility acquired through Prop 39. The School currently serves just over 310 students. In its thirteen years of operation, BayTech has achieved a trend of stability.

The school provides for academic achievement through a rigorous curricular program focused on the college entrance requirements, CTE standards, common core standards, arts, and technology. Differentiated instruction and intervention occur at every grade level through daily scheduled time. In the BayTech School community, we believe that every child can be successful, but not necessarily in the same way or on the same day and we work together to create opportunities for success for all students. 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 2018-2019 school year, we served 55% Hispanic or Latino, 35% African-American, .051% White, and 5 % Other. Of our students, 62% came from socio-economically disadvantaged households (although we discovered that the number was actually closer to 78% but didn't get recorded correctly).

BayTech has purposefully and continuously focused on building 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 regular 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.

Our students are provided with an academic program designed to develop the 21st-century skills necessary to become active and effective global citizens. Our students are supported in a safe, positive learning environment that works to meet all students' needs, and fosters healthy academic, social, emotional and physical development.

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.

**WE BELIEVE THAT All children are gifted**

The goal is to create a school environment that focuses on the following premise: **WE BELIEVE THAT All children can learn, and all are gifted.**

Teaching the State Standards through the use of 21st Century strategies allows students to learn, comprehend, and retain information due to receiving instruction in a variety of methodologies. We optimize the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore ensures that they will successfully meet the state adopted standards.

Bay Tech focuses on increasing achievement and progressive 21st Century thinking. Parents and staff participate in all decisions regarding program development, textbook adoption and budget decisions through a variety of processes including Administrative Team Talks, parent meetings, parent education workshops, surveys, and written text/information home (both digital and print). Bay Tech believes that every child can succeed and lives its motto of "all children are unique and talented individuals" as it keeps its vision, mission and values at the forefront of all decisions.

**Our Vision:** We strive to shape our future by: Preparing students for academic success. Enabling students to have a broad spectrum of options for their future endeavors. Preparing students to be responsible and productive citizens.

**Our mission** is to enhance educational opportunities for children and families in Northern California, and to improve the quality of teaching and learning at the middle and secondary levels.

**Core Value :** We believe that all students are unique and gifted individuals. All of our actions are guided by the following beliefs.

**COMMITMENT:** We value commitment in three different forms: commitment by the staff to enhance educational opportunities for all the students; commitment by the students to learn; and commitment by parents to be an integral part of their children's education.

**COMMUNICATION:** Our society continues to become more and more diverse and multicultural. WE values the dialog between people from different cultures and backgrounds.

**TEAM SPIRIT:** We value the collaboration between staff, students, and parents with a single goal in mind: to secure a positive future for our children.

**EXCELLENCE:** We believe every child has the potential to excel in life. Our duty is to provide the opportunities for them to fulfill their dreams. WE's staff is expected to excel in their jobs by utilizing continuing professional development opportunities.

We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

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.

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, science 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. We are hoping to add visual and performing arts festivals and events to our already crowded calendar.



## LCAP Highlights

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

The BayTech LCAP is designed to meet the needs of all students and in particular, the unduplicated student population. The plan seeks to increase outcomes for students with new actions, services and expenditures aligned to the four new goals: Goal 1 Provide instruction which will challenge/meet the needs of all students to prepare them with 21st Century college and career ready skills. Raise the levels of student performance a minimum of 1 year for on-grade level students, 2 or more years for below grade level students, and to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students including VAPA (Visual and Performing Arts) and foreign language; Goal 2 Improve internal and external communication among all stakeholders, including parents, staff, students, authorizer, community, to support school connectedness, student engagement, safety and increase student achievement. Enhance Parent and increase access, knowledge, expertise, communication and participation in school programs and student engagement; Goal 3 provide attractive, clean, safe and inviting place for students, staff and community. Increased support for a socially and emotionally safe and secure learning environment, free from physical, emotional and digital harassment; Goal 4 Increase school connectivity, feelings of safety at school and overall physical/emotional wellness and resiliency for students.

All the revisions to the LCAP are a reflection of feedback from students, parents and staff who participated in stakeholder engagement activities and sessions.

After reviewing data, collecting feedback from stakeholders, and reviewing LCAP goals, a few key elements stood out as successes and highlights for the 2-18-2019 school year. These include, but are not limited to:

- 1) Planning for a global approach to academic progress in CAASPP scores for ELA and mathematics, including staff, administration, and the Board.
- 2) Significant increase in professional development opportunities aligned towards LCAP goals, including those focusing on academic progress, teaching strategies, and access to curriculum for all students
- 3) Implementation of internet and technology monitoring program, Go Guardian, for all student devices in all at home and school, and teacher program to monitor all student activity during instruction

- 4) Greater opportunities for stakeholder feedback and engagement as surveys and feedback events were expanded this school year
  - 5) Website was updated to include parent communication and emergency management system in all languages
  - 5) Reclassification of 1 more English Language Learner to RFEP than planned (reclassified 2 and planned for 1)
  - 7) Reclassification rates, high qualified teacher rates, core programs including music, art and Spanish, IT director position, and consistency of community and school events such as Science Fair, sports, an open house, and weekly updates from the executive director.
  - 8) California Dashboard data shows a maintenance of the low suspension rate, an increase in College/career by 29.2%,
- 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 curriculum for the Smarter Balanced Assessment, graduation rates and CCR. Thereby, higher expectations and accountability will drive educational improvement.
2. BayTech has taken measures to improve ELPAC 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 each year since 2013-14. They currently make up 20% 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 students beginning in 8th 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 will 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.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Throughout the year, as various pieces of data is released, data is continually analyzed as it becomes available as part of the annual needs assessment. Data sets include but are not limited to CA School Dashboard, Dataquest, National Student Clearinghouse, ELPAC, stakeholder surveys, MAPS, discipline records, and local benchmark assessments. This data is analyze by grade and

student groups as needed to address questions that help identify best practices and gaps that may exist. Staff share data with stakeholders including the Board, OUSD and families and have conversations around how data can be used to improve educational programs, teaching strategies, and the identification of interventions that may be needed. As part of parent and community engagement process, data is also shared to get feedback on various areas of focus.

After review of the Fall 2018 CA School Dashboard's Performance Overview Reports for the the school, performance for the All Students group declined in both ELA and math, however the hispanic subgroup maintained their yellow rating. In addition, the suspension rate declined by .1%, the EL progress improved slightly, the graduation rate declined by 11.6% and the students demonstrating CTE preparedness increased by 29.2%.

While working to increase all these scores to enable a Dashboard that reflects no indicators within the red or orange color bands, and while focusing on the growth of English Language Learners through a better review of student data and support systems, it was evident that EL students made greater progress than other comparative subgroups. In order to continue this growth, the English Language Learner Master Plan will be completed and fully implemented prior to the start of the 2019-2020 school year, students will continue to practice the skills of test taking, strategies for working with EL students will be pushed out to all grade levels, and greater communication between school and EL families will need to increase in it's frequency throughout the year. Another separate, but related, source of pride is the growth made in the area of Career Technical Education as noted above and the number of graduates (33%) who were accepted into and attended 4-year universities and colleges upon graduation.

One source of pride not reflected in the California School Dashboard data is the progress made towards the continued growth of technology in all core curriculum with greater protections put in place with the purchased technology monitor and filter, Go Guardian. This program allows teachers to see what is on every student screen during classroom instruction, and control the student screen or send a private message if needed. It is applied to every student Chromebook. When information is accessed that is not student safe, an immediate alert is sent to the technology team to investigate, including searches for terms involving suicide, depression, and self-harm. Based on past and recent surveys, this was one of the greatest needs in technology and has now become a need met. Surveys from this school year indicate high levels of satisfaction with new courses and programs added to support student and staff needs. These include the additions of iReady diagnostics, CPM math for 7/8/11th grades, Rosetta Stone for world language instruction, and Acellus for A-G and CP courses as well as remediation and credit recovery.

Other sources of pride for this year, and not reflected in the Dashboard are the addition of a middle school elective exploratory wheel with a focus on the arts and student engagement, the expansion of the relationship with Mills College and Peralta system to give more students access to dual enrollment opportunities, the addition of a summer program to support student learning and achievement, and the move to a new interactive web-site to enhance parent communications and community involvement.

In the Fall of 2018, Local Indicator outcomes were uploaded to the CA School Dashboard website. All Local Indicators were Met.

The school plans to build on this progress with continued focus on Great First Instruction (including EDI), Professional Learning Communities, Multi-Tiered System of Supports, and the use of data to drive all decisions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

When referring to the California School Dashboard, all indicators present as orange or red with several as no color due to the small numbers. Zero indicators show Bay Area Technology School as having "Not Met" or "Not Met for Two or More Years" rating for any criteria. Based upon this information, the LCAP goals have been revised to address a growth target in each of the Dashboard areas. As with all targeted areas of improvement, steps have already been taken to begin the improvement process.

In the area of chronic absenteeism, the creation of an easier system for teachers and parents to complete the independent study process, increasing communication with families before they reach the level of chronically absent, creating more of a school wide campaign informing parents of the fiscal and educational impact of missing school, and identifying root causes for absenteeism. Because the enrollment at Bay Area Technology School is only 300 students, a small improvement in attendance rates will translate to a larger percentage of growth than a larger school site. This is also true for the graduation rates, which declined in 2018. Creating a support system with on-going and timely communication with students and the home, along with programs and services for tutorial for credit recovery have helped to increase the % of students graduating in 2019. In addition, the % of students in each subgroup, although not reported due to the numbers is consistent with all students.

Although the suspension rate was maintained in the orange level, the EL subgroup showed an increase in suspensions by 4.8%. As a result, PBIS will be implemented with more focus on home supports and meetings/workshops in the home language. In addition, an EI coordinator will be put into place to support the students, staff and parents. As we work with EL learners to help them be successful in all areas of their school career. To assist with lowering suspension and chronic absenteeism rates, as well as enhance the learning environment and address bullying, the school will continue to provide additional training for counselors, administrators, and teachers in PBIS and Restorative Practices (See Goal 3 and 4, pages 91-121)

Perhaps the greatest need is in ELA and math proficiency in all subgroups. The CAASPP scores in ELA are in the orange indicator, declined by 12.4 points from prior year data and are 61.9 points below standard. Of major concern is the fact that the EL and African American groups are in the red, and the African American group declined by 38.9 points. In math the overall decline on the CAASPP was 72.7 points showing 113.4 points below standard and reporting in the red. Although all subgroups showed significant decline, The Hispanic and EL subgroups showed the most decline with 72.1 and 11.5 respectively.

When analyzing this data our school can demonstrate that small, incremental growth is being made but that it is not fast enough to catch up to the "standard" as indicated on the dashboard. Teachers attended professional development events in the specific areas of ELA, mathematics and differentiated instructional practices this school year as a way to move forward in improvement steps for math instruction in CPM. The school also spent the majority of this school year reviewing and identifying the need for an intervention program (as also indicated in staff and parent surveys as a need), purchasing support programs and learning how to use the data from those resources to further identify student needs. In addition intervention teams were created with additional personnel

to fully serve the struggling students. The school will continue to examine this data, and put in place instructional mentors to work with all staff in instructional strategies that support student achievement with data collection and analysis to see if student skills are increasing prior to next year's CAASPP testing. (See goal 1, pages 55-78)

To further address this, the work started with professional development in the area of English Language Arts, math and EL will need to be continued and built upon, testing strategies and skills will be reviewed through the CAASPP Interim Assessment process at least once a trimester for 2019-2020 in grades 6-8, daily intervention time will be reviewed and site administration and coaches will focus observations and classroom time that coincides with grade level intervention time, with data that continue to be reviewed through the guided PLC groups. In addition, curriculum will be purchased to support all programs and strategies. (See goal 1 pages 55-78)

Lastly, a great need exists in facilities safety and culture. Although this is a shared campus, much planning has already been done to create a safe, inviting and expanded campus to support the current staff and programs, with the ultimate goal of creating a sense of pride with all staff, students and community. ( See goals 3 pages 91-109 and 4 pages 110-121)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

In reviewing state indicators, there were no students performing two or more levels below the all students group as all indicators were in the orange or red level and all subgroups were equal to, or within one level, of all students.

Academic Performance: In English Language Arts, all students were orange, Hispanic were reported at yellow and African American and EL were reported at red. All other student groups had no performance color. In mathematics, all students were red and all subgroups were reported at red or no color. All other student groups had no performance color.

Page 14

Academic Engagement (Attendance): All students were orange and all subgroups reported at orange or no performance color. All other student groups had no performance color. Page 38

Academic Engagement (Graduation Rates): All students and subgroups were no performance color with a rate of 82.9%, but the sub groups of African American, Hispanic, and Socio Disadvantaged had rates of 92.3%, 78.6% and 82.9% respectively. Page 14 and 38.

Conditions and Climate: All students were orange including the subgroups of African American, Socio Disadvantaged, Hispanic and White, while the EL subgroup was reported as red with all other student groups reported as no performance color.

While there are no performance gaps of two levels or more indicated by the California School Dashboard, both the Dashboard and our local indicators show a need to continue to focus on the growth of student performance in CAASPP scores in both ELA and Math for all students, English language learners as well as all our subgroups, as the goal for student performance should be higher than the orange indicator. In addition Attendance, suspension rates and graduation rates all show a need for improvement. To address these performance levels, the school is continuing to implement actions and strategies focused on Great First Instruction (EDI), Professional Learning Communities, and Multi-Tiered Systems of Support, additional secondary sections for lower class

size for English language development, continuing with information and support through the EL and Special D Coordinator and SST team with general and special education resources, and tutoring, credit recovery, college and career guidance, and summer Algebra bridge program for students who are low-income. The school will continue to implement additional collaboration time and school site interventions in 2019-2020 with new funding from the CSI grant to assist with closing the achievement gap. Strategic supports will be offered to all students as well as these targeted groups through greater levels of intervention, greater home-school communication, increased counseling as needed, and sitewide support in the area of instructional strategies, PBIS and behavior strategies that help proactively set students up for success. The administrative team will also spend time analyzing participation rate data and discussing root causes to determine action steps to improve graduation rates.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Bay Area Technology School has been identified as a school in need for Comprehensive Support and Improvement based upon the fall 2018 Dashboard results which were in the orange or below.

### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

On February 20, 2019, the 2018-2019 ESSA CSI LEA Application for Funding was submitted and approved by CDE. The preliminary amount of \$166,211 ) was awarded to support Bay Area Technology School.

The Administrative met to develop an improvement plan based upon John Hattie's research from Visible Learning on 250+ Influences on Student Achievement. The Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. Focus was placed on planning for actions and services that have the potential to considerably accelerate or accelerate student achievement to address the CA School Dashboard indicators that are Red or Orange (Suspension Rate, Attendance, Math, and English Language Arts).

The leadership team developed strategies for leading the school improvement process and creating a results orientation and making connections with other systems to improve alignment and focus.

This plan was presented to the Board of Directors for approval at their regular March 4, 2019 meeting.

The leadership team determined, with Board approval, that the funds would be used for the following:

Develop comprehensive and supportive Career Pathways for our students, offering more college and career counseling, as well as building a direct bridge between high school and post-graduate paths such as career, community college, vocational school, or four year universities.

Professional Development opportunities with Social Emotional Learning, as outlined in the upcoming 2019-2020 LCAP for our staff.

Professional Development opportunities with teacher coaching, as outlined in the upcoming 2019-2020 LCAP for our staff

Benchmark assessments and monitor all students, toward academic achievement and increase the graduation rate

Provide full intervention programs within the curriculum and structure of the school to ensure the success of each and every student, including those with special needs, assisting them toward graduation.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The Leadership team, comprised of a Director of Curriculum and Instruction, a Coordinator of Special Education and EL development, a counselor, a Coordinator of School Climate and Student Discipline, the assistant principal and the Executive Director/Principal will meet bi-weekly to review progress, analyze assessments and classroom grades, and discuss the implementation of the actions and strategies.

The Executive Director will report the progress to the Board a minimum of every 2 months.

The goals, actions, and strategies will be annually evaluated by the ED/Principal and stakeholders such as the staff and parent groups and revisions will be made as necessary.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

Improve Academic Performance and Increase Rigorous Learning Experiences

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

SARC  
 Credential files (CTC)  
 SBAC Interim and Block Assessment  
 GPA  
 MAP Testing  
 CAASPP  
 CELDT/ELPAC  
 Reclassification Data  
 AP Exam Participation  
 Course Enrollment List  
 CALPADS

For the 18-19 School Year:  
 A. SARC: 60% of certificated staff were appropriately placed and fully credentialed  
 B. 100% 7/8 students in math had access to standards-based instructional materials  
 C. Daily Spot Checks with 50% compliance  
 D. No Scores as interim SBAC assessments were not given  
 D. Average of 30% proficiency in Reading and Math on MAP skills.  
 D. 25.85% met or exceeded the standard in ELA and 16.76 met or exceeded the standard in math as measured by the 2018 CAASPP assessment.  
 E. BayTech high school cohort graduation rate for 2018 was 82.9% as per the CA Dashboard. For 2019 no data is available at this time.  
 F. 0 % Well Developed on ELPAC as per 2018 CA Dashboard. 34.8% moderately developed on 2018 ELPAC. BayTech will maintain a 0% ELL reclassification rate for students who enter and were tested at BayTech 2018. No data is available for 2019  
 G. 0% of students took at thee EAP test during their junior year in 2018-19. In addition, 50% of AP exam pupils will receive a score of 3 or higher.

## Expected

### 18-19

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.

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

## Actual

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

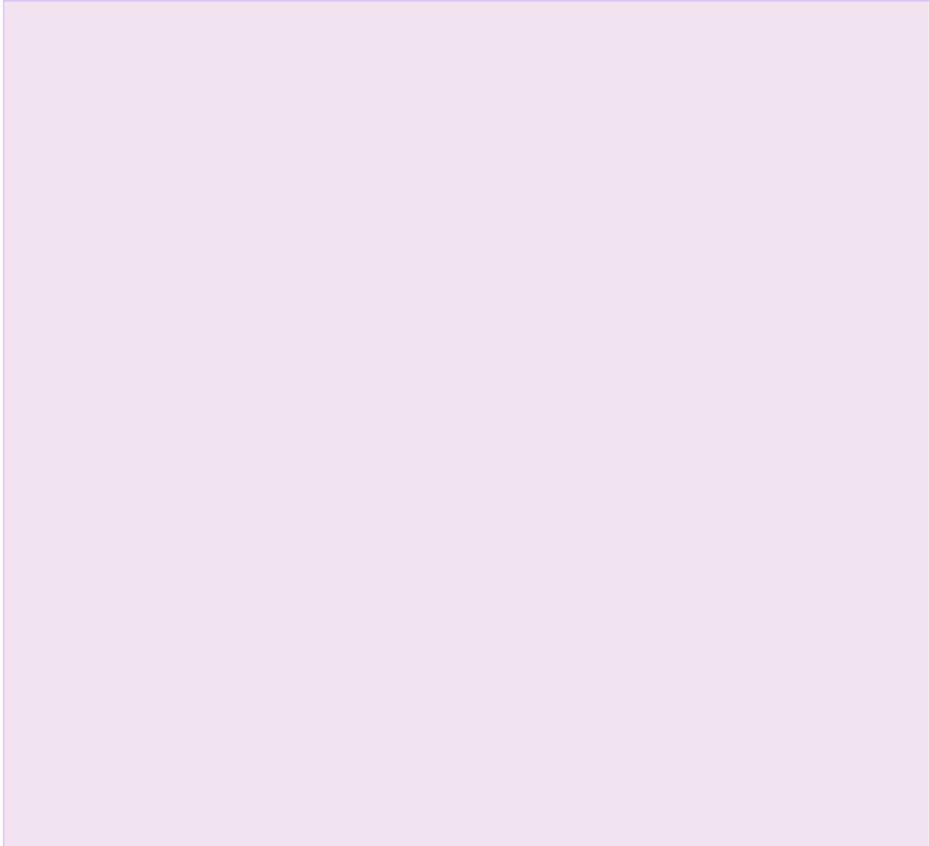
I. 100% of qualified students were offered resources according to their needs.

Expected

Actual

**Baseline**

- A. 100% fully credentialed and appropriately placed staff.
- B. 100% student access to Standards Based Instructional Materials.
- C. 90% compliance on site inspections
- 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



**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Increasing the retention of credentialed teachers and hire fully credential teachers.</p> <ul style="list-style-type: none"> <li>• BayTech has developed a stipend policy for</li> </ul>	<ul style="list-style-type: none"> <li>• BayTech experienced a flight of teachers in late summer of 2018, so several new staff members were needed. As a result, a new salary</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Base 1,462,669</p>	<p>\$879,721 1000-1999: Certificated Personnel Salaries LCFF Base</p>

teachers to earn extra income and advance their careers.

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

schedule was approved with equity of salaries and competitive with surrounding schools. New hires were not fully credentialed, but all were placed in appropriate credential programs.

- BayTech approved a stipend salary chart for extra services needed.
- Professional Development was limited due to the transition of administration and changing needs. Specific staff were sent to workshops of need.

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

- The school purchased a new standards-based math program for 6th/7th/8th grades.
- Less than 25% of teachers uploaded lesson plans and used Atlas
- Acellus was purchased for targeted students to support credit recovery and remediation

### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Concentration \$44,174

### Estimated Actual Expenditures

\$46,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

instructional programs to enhance, support, and improve academic performance.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Supervision of custodial and maintenance staff.</p> <ul style="list-style-type: none"> <li>Conduct routine spot checks</li> <li>Submit all repairs to the Head Custodian/Building and Grounds</li> </ul>	<p>The Executive Director and Designees worked with OUSD to provide oversight to the custodial staff which was shared with the other school programs on the campus.</p> <p>Each Monday the campus was checked for issues and problems Repairs were submitted using the process designated by OUSD</p>	<p>4000-4999: Books And Supplies Base \$62,540</p>	<p>0 1000-1999: Certificated Personnel Salaries LCFF</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. BayTech will administer ELA and Math Block and Interim Assessments to raise student performance.</p> <p>D. Maintain 30% proficiency in Reading and Math on MAP tests.</p> <p>D. Maintain 35% proficiency rate on CAASPP (ELA &amp; Math).</p> <ul style="list-style-type: none"> <li>BayTech will offer after school tutoring free of</li> </ul>	<ul style="list-style-type: none"> <li>iReady Interim Assessments were purchased and given in the spring for all grades. IXL Math subscriptions were purchased</li> <li>Map Tests were given to some classes via NWEA subscription.</li> <li>Certificated staff provided homework tutoring after school</li> <li>Bay Tech created a new position, Academic Accountability Dean to</li> </ul>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$34,540</p>	<p>\$8,369 4000-4999: Books And Supplies LCFF Supplemental and Concentration</p> <p>10,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>\$30,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration</p>

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
- 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

facilitate student mentoring and student success

- Maintain use of contemporary technologies
- BayTech will continue scheduling block periods for ELA and Math.

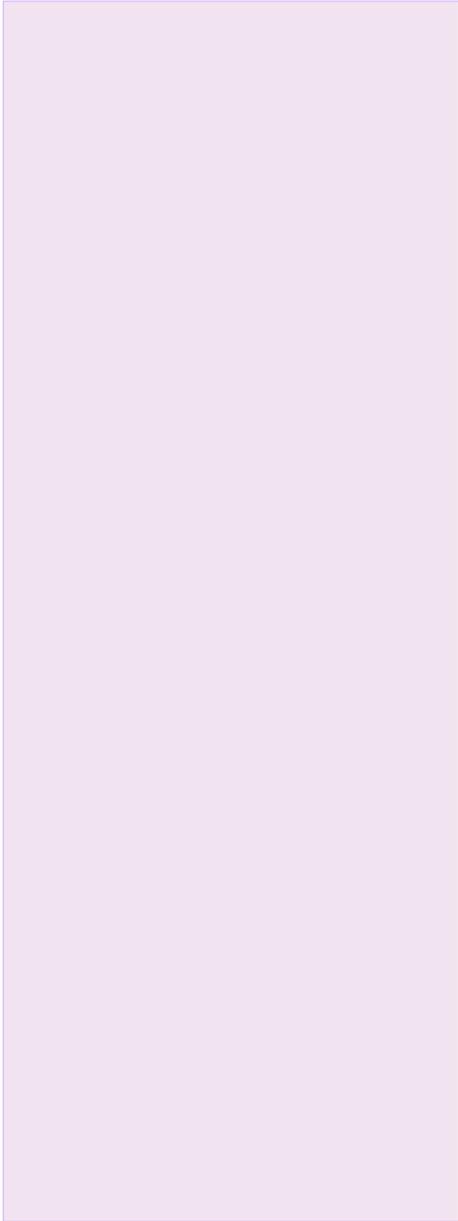
## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <ul style="list-style-type: none"> <li>• BayTech will maintain 75% college acceptance rate of graduating senior class each year.</li> <li>• BayTech will continue to offer free SAT prep courses.</li> <li>• BayTech will maintain 90% college application rate of graduating senior class each year by providing College Counselor assistance throughout the year.</li> <li>• Continue using a dedicated college counselor to increase</li> </ul>	<ul style="list-style-type: none"> <li>• BayTech had 31 students participate in graduation or 92%</li> <li>• A minimum of 50% reported college acceptance</li> <li>• All students were offered free SAT prep courses</li> </ul> <p>College Counselor assistance was provided to all seniors</p> <p>Bay Tech offered a 'Science Fair' Expo</p>	<p>0000: Unrestricted Concentration \$42,600</p>	<p>\$12,000 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>\$450 4000-4999: Books And Supplies LCFF Supplemental and Concentration</p> <p>\$3,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration</p>

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.
- 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.



**Action 6**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

Assistant Principal was identified as the test coordinator in the fall. In May, the new Director of Curriculum and Instruction took over.

5000-5999: Services And Other Operating Expenditures Base \$66,159

\$5,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

**Action 7**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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 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.

Practice tests were made available via supervised senior study hall.

5800: Professional/Consulting Services And Operating Expenditures Base \$26,450

\$12,000 1000-1999: Certificated Personnel Salaries LCFF Base

### Action 8

#### Planned Actions/Services

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)

#### Actual Actions/Services

One semester of Spanish was offered to middle school students. One year of Spanish, French or Turkish was offered to high school students.

#### Budgeted Expenditures

0000: Unrestricted Federal Funds \$24,560

#### Estimated Actual Expenditures

\$52,000 1000-1999: Certificated Personnel Salaries LCFF Base

\$11,000 4000-4999: Books And Supplies LCFF Base

and Computer Literacy (HS only).

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• BayTech will continue searching for PD's that instruct our staff on how to best serve unduplicated students.</li> <li>• BayTech's home visit program targets all of the students currently enrolled in the school. This includes all unduplicated pupils and exceptional individuals.</li> </ul>	<p>At Risk students were offered counseling. School staff began the PBIS training, and teacher/staff leaders received additional leadership training</p>	<p>7000-7439: Other Outgo Special Education \$130,500</p>	<p>\$69,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>\$3,820 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration</p>

- The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice.

## 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.

Bay Area Technology School experienced a very rough start with the exit of the entire administrative team and several staff members which had a significant negative impact to the academics and programs. The immediate daily need was to work to make sure classrooms were covered and that students and staff had the curriculum, materials, tools, are resources to be able to effectively teach and reduce the impact on student learning. The time devoted by administration and school office and administrative staff was essential, and the result was that many of the priorities had to shift or be eliminated, or planned projects and action steps started significantly later in the school year than planned. Professional development activities, including all staff training, saw an major increase over the prior school year, with a focus on overall school-wide discipline providing opportunities for some teachers to receive training in the areas that would support student learning. There was a complete lack of curriculum to support support ELA and math and, although partial adoptions were made and curriculum was provided, it was introduced later in the year than planned. Intervention activities took place once appropriate personnel was identified and/or hired, with attention given to EL, LI, and FY students. While some of the identified actions/services outlined were implemented, a few notable exceptions stood out. Most significant was the lack of common core and 21st century materials as evidenced by the parent and staff surveys where only 61% of parents and 45% of staff felt their children/students had adequate materials, lack of training on discipline and differentiation, lack of access to a-g courses and parent education opportunities during the school year. This was evident in our calendar of events and was also clear from parents when they responded to the survey. Now that the school is fully staffed and the needs for teachers and students have been better identified, the focus will be serving all students, especially those considered at risk, providing appropriate course access, providing professional development and creating opportunities for parent engagement and education.

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

With the overall goal of increasing performance and providing academic support and differentiation for students, there is evidence that growth is not being made based on CAASPP testing, graduation rates, EL development and suspension rates, and there remains room for continued improvement and stronger supports. CAASPP data indicates English Language Arts decreased 7.5% from 32.94% proficient in 16-17 to 25.89% proficient in 17-18. CAASPP proficiency scores in mathematics decreased 17.27% from 34.13% proficient in 16-17 to 16.86% proficient in 17-18. Although 2018-2019 CAASPP data is not available initial samplings indicate minimal or no growth in both areas. Overall school CAASPP scores for ELA and mathematics were 0%. The Dashboard data still indicates ELA

as orange and math as red, which shows significant need for improvement as the school desires to move out of the orange and red categories in all areas of the Dashboard. The Dashboard also indicates a 82.9% graduation rate, which is a decline from 2016-17, a suspension rate of 5.7%, and that 51.4% of graduates were prepared on the College/Career indicator. This data allowed staff and newly hired C&I and Programs coordinators to have deeper conversations that helped identify holes and needs that have been built into next year's plan. Areas that were not effective as planned include professional development for staff in the areas of special education, EL development and needs, and differentiation; high school counseling in the areas of college readiness and assessments/support, Test prep classes, EI reclassification, and intervention programs. Parent and staff survey and feedback data shows these are ongoing areas of need. The number of EL students is increasing, intervention programs need to be enhanced and the school needs to continue to work towards solutions that include reviewing and evaluating multiple programs and bringing the top choices forward to consider implementation in the fall of 2019. These interventions and additions of classes, programs and supports will have a positive impact on EL, LI, and FY students specifically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the nature of how the goals for the 18-19 LCAP were developed and written, most budgeted expenditures were not specifically aligned to estimated actual expenditures. Actions with significant differences are listed below:

Action #1: Certificated salaries decreased from 1,462,669 to \$879,721 due to the new hires and the number of hires classified as interns rather than being fully credentialed..

Action #3: The Executive Director/Principal assumed the duties of facilities oversight and no expenditures were made for books and supplies.

Action #4: Student Performance: \$34,540 was budgeted for books and supplies. -iReady Interim Assessments were purchased and given in the spring for all grades. IXL Math subscriptions were purchased at a cost of \$8,369, but in addition another \$40,000 was spent in personnel costs to provide after school tutoring and hire a for a new position, Academic Accountability Dean to facilitate student mentoring and student success.

Action #5: \$42,600 was allocated in unrestricted funding to provide for a 100% high school cohort graduation rate and satisfy state, UC or CSU entrance requirements. In reality \$12,000 was spent in certificated salaries to provide for a college counseling class, and \$3,450 was spent on books and supplies and college testing for seniors.

Action #6: \$66,159 was allocated to purchase an outside consultant and/or hire a dedicated EL coordinator for EI services. The Assistant Principal took on the role of EI coordinator for assessment purposes and support, so \$12,000 was spent in all.

Action #7: \$26,450 was allocated under outside consultants to support EAP testing for Juniors and Seniors and AP assessments. A special period, supervised by a certificated staff member, was created for seniors and was dedicated to credit recovery and college assessments at a cost of \$12,000.

Action #8:\$24,560 was allocated under unrestricted federal funds to support student enrollment in required classes. A certificated Spanish teacher was hired to offer Spanish classes to all grades for either a semester or a year (depending upon the grade), and Rosetta Stone was purchased for students to participate in world Languages of choice for a total cost of \$63,000.

Action #9: \$130,500 was allocated from special education to provide for staff training on IEP accommodations, student needs, home visits and counseling time. A school counselor was hired in December with \$69,000 from certificated salaries and staff began the PBIS training using \$3,820 from consulting.

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.

After evaluating achievement data, evaluating responses from staff and parent surveys, and reviewing the progress made on actions and services this school year, goal # 1 has been completely rewritten with new and additional actions and additional new metrics or adjustments to the original metrics for 2019-2020 to better meet the identified needs.

The new goal with priorities and identified needs is found on page 55

The metrics are found on pages 56-58

The new actions begin on page 59

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

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 Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

MAP (NWEA)  
CAASPP Interims/Block Assessments  
CELDT/ELPAC  
ACCUSSESS

18-19 School Year

A-1. No Interim SBAC assessments were given. Scores are not available for 2018-19 summative assessments. CAASPP data indicates English Language Arts decreased 7.5% from 32.94% proficient in 16-17 to 25.89% proficient in 17-18. CAASPP proficiency scores in mathematics decreased 17.27% from 34.13% proficient in 16-17 to 16.86% proficient in 17-18. Although 2018-2019 CAASPP data is not available initial samplings indicate minimal or no growth in both areas. Overall school CAASPP scores for ELA and mathematics were 0%.

A-2. Interim Assessments (NWEA) were given but data was not used to drive instruction. As noted above, no data is available for summative assessments, however there was a decline from 2017 to 2018 spring scores for both ELA and math. New iReady assessments in ELA were given in the spring which showed an average level below 50% proficiency for grade level.

A-3. No ELD professional development was offered. Instead the school focused on student engagement and school culture through initial PBIS training.

B-1. There was 100% of ELL participation in ELPAC exams.

## Expected

### 18-19

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.

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

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

### Baseline

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

## Actual

B-2. No data has returned from the submission of the EIPAc exams or EL performance on the CAASPP, however Dashboard results for 2018 indicate that 0% students have well developed skills and 34.8% have moderately developed skills.

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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 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.

Monthly grade-level and department meetings were held, but with the changing staff and lack of curriculum, conversations did not always take place regarding CCSS or student needs. All teachers did not use Atlas and a subscription was not purchased. Data from interventions was shared but a team was not created until midyear.

5000-5999: Services And Other Operating Expenditures Base \$24,560

5000-5999: Services And Other Operating Expenditures Base \$22,600

\$10,000 1000-1999: Certificated Personnel Salaries LCFF Base

0

## Action 2

### Planned Actions/Services

A-2. Instructional practice will evolve to support students who are proficient or advanced in Reading (ELA) and Math on MAP tests.

### Actual Actions/Services

MAP testing was done at the end of the first semester. Data was not analyzed nor shared with individual teachers. IReady was used for the

### Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Base \$5,500

### Estimated Actual Expenditures

\$11,566 4000-4999: Books And Supplies LCFF Base

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.

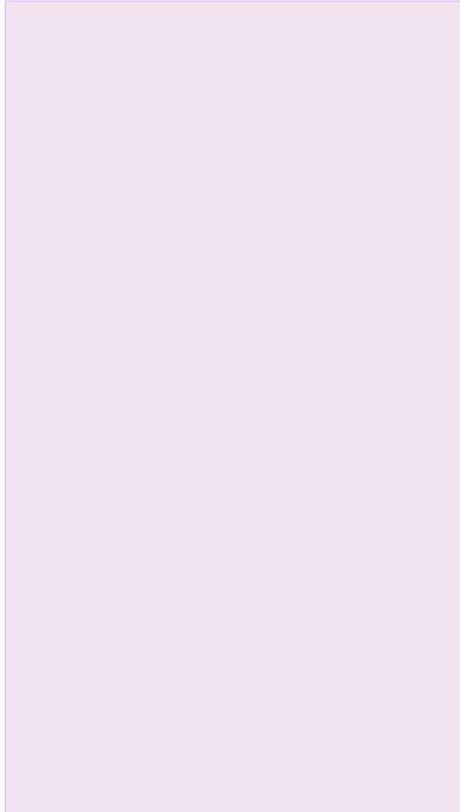
2nd semester assessments in preparation for CAASPP.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.</p> <ul style="list-style-type: none"> <li>• BayTech will continue to provide professional developments with a focus on observations</li> </ul>	<p>No professional Development was provided in relation to ELD standards. Training was not provided for Atlas or Plato. Focus was on standards implementation, student engagement and classroom management.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Base \$20,000</p>	<p>0</p>

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.



#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>ACCUSSESS (Edmentum digital curriculum) was used in some middle grades and classes. MAP was given in the first semester. Intervention was offered to all students not at grade level. IReady was given in the spring but results could not be compared as they were different skills being assessed. ELPAC was given to students in the spring. No ESL classes were offered, however a designated staff member pulled</p>	<p>0000: Unrestricted Supplemental and Concentration \$5,200</p>	<p>\$5,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p>

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.

students to work with them 1-1 in ELD as needed.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.</p> <ul style="list-style-type: none"> <li>• BayTech will continue to incorporate ESL Reading Smart Program &amp; Reading Mate into 100% of BayTech ESL classes.</li> <li>• BayTech will place all ELL students in extra ESL classes until they meet their identified proficiency or academic level.</li> </ul>	<p>As noted above, no ESL classes were offered. Rosetta Stone was used for ELD. All EL students were offered after school tutorial services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$72,600</p>	<p>\$3,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration</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.

As noted in the review for Goal 1, Bay Area Technology School experienced a very rough start with the exit of the entire administrative team and several staff members which had a significant negative impact to the academics and programs. The immediate daily need was to work to make sure classrooms were covered and that students and staff had the curriculum, materials, tools, and resources to be able to effectively teach and reduce the impact on student learning. The time devoted by administration and school office and administrative staff was essential, and the result was that many of the priorities had to shift or be eliminated, or planned projects and action steps started significantly later in the school year than planned. For the 2018-2019 school year, most of what was planned in the area of EL services was not implemented as written. A few of the actions were duplicates from the actions in goal 1 with a slight change to focus on EL development and achievement. Due to space limitations, student need and numbers, and staffing, ELD pull-outs were offered rather than ELD classes. Support programs identified in the actions were not purchased and, instead, two research-based programs, Rosetta Stone and Acellus, were implemented to support language development. In addition, tutoring was offered. In the spring of the year an EL Coordinator was hired to examine the program and make recommendations for program changes and professional development, including parent education. Those changes are reflected in the new actions for 2019-20 in Goals 1-4.

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

With the overall goal of increasing performance and providing academic support and differentiation for students, there is evidence that growth for the EL population is not being made based on CAASPP testing, graduation rates, EL development scores, and there remains room for continued improvement and stronger supports. CAASPP data for English Learners shows that 0% of the students met or exceeded the standards in both ELA and Math for 2017-18. Although 2018-2019 CAASPP data is not available, initial samplings indicate minimal or no growth in both areas. The Dashboard data still shows ELA as red although the EL subgroup increased by 8 points, and math as red with a decline of 117 points, which shows significant need for improvement as the school desires to move all EL students out of the orange and red categories in all areas of the Dashboard. In ELP (English Language Proficiency), the Dashboard shows 0% of students being well developed and only 34.8% being moderately developed. The Dashboard also indicates a no color on the graduation rate and college career readiness, with only 5 students in the subgroup.

This data allowed staff and newly hired C&I and Programs coordinators to have deeper conversations that helped identify holes and needs that have been built into next year's plan including EL reclassification. As the number of EL students is increasing, intervention programs need to be enhanced and the school needs to continue to work towards solutions that include reviewing and evaluating multiple programs and bringing the top choices to support these learners forward, to consider implementation in the fall of 2019. These interventions and additions of classes, programs and supports will have a positive impact on EL, LI, and FY students specifically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the nature of how the goals for the 18-19 LCAP were developed and written, most budgeted expenditures were not specifically aligned to estimated actual expenditures. Actions with significant differences are listed below:

Action #1: \$47,260 was allocated from Services and other operating expenses to purchase and be trained in the use of Atala Curriculum design to create and share lessons. The program was not purchased. \$10,000 was spent in certificated salaries to facilitate monthly PLC meetings and weekly leadership meetings for data review.

Action # 2: \$5,500 was allocated for NWEA MAP assessments. The results were not being used for analysis, so IReady assessments in Reading and Math were purchased as the more closely aligned with the CAASPP assessments and CCSS for a total cost of \$11,566.

Action #3: \$20,000 was identified to be used for professional development to focus on CCSS, SDAIE/ELD, Plato, and Atlas Implementation. Standards implementation, student engagement and PBIS training took place during staff collaboration days and was provided by on-site mentors. Plato and Atlas training did not take place so no funds were expended on this action.

Action # 5: \$72,000 in funding was allocated to create a special ELD classroom for students and staff it with a full time teacher as well as utilize REading Smart and Reading Mate. As noted in other sections, subscriptions to Acellus, Rosetta Stone and iREady were purchased and implemented.

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.

After evaluating student achievement data, evaluating responses from staff and parent surveys, and reviewing the progress made on actions and services this school year, Goal # 2 has been completely rewritten with new actions and new metrics for 2019-2020 to better meet the identified needs. Components of this Goal which focus on targeted instruction/intervention, differentiation, ELD development, data analysis are imbedded in Goal # 1 beginning on page 55, Goal # 3 beginning on page 91 and a new Goal #4 beginning on page 110.

The new goal # 2 with priorities and identified needs is found on page 79

The metrics are found on page 80-81

The new actions begin on page 82

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 3

Increase Parent Involvement and Student Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

parent/student orientation attendance  
monthly parent club meetings  
annual events  
surveys  
student attendance (ADA)  
graduation rate  
suspension rate  
drop out and expulsion rate

Actual

For the 2018-19 School Year:  
18-19

A-1. BayTech maintained an 85% participation in parent/student orientations and a 50% participation in parent/teacher conferences.

A-2. BayTech parent club dissolved in the spring of 2018. The new Executive Director has an organizational meeting for interested parents in May of 2019 where they elected/selected officers identified potential activities for the 2019-20 year. Bay Tech encouraged parent engagement through voice mail, email and website postings for social events and special sessions/schedules. No parent education was offered.

B. The OUSD Special Education employee was to arrange for parent/guardian participation for all IEP meetings. Parents were notified but participation was below 90% for all administrative, academic and/or special education meetings.

## Expected

### 18-19

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 school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.

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

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

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

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

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

## Actual

C. For 2018-19 the unofficial attendance (ADA) rate is 91.55% for all students, and for 6th -8th it is 92.40%. BayTech has an unofficial chronic absenteeism rate of 14%.

D. There is no data on the dropout rate for 2019 at this time, however, unofficially it appears that the dropout rate was less than 4%

E. BayTech graduation rate for 2018 was 82.9% which was an 11.6% decline from 2017. For 2019 Bay Tech has an unofficial graduation rate of 83.4%, but 5 students are expected to complete credit recovery and earn graduation by August 1, 2019, which will raise the rate to 100%.

F. For 2018, 5.7% of the students were suspended at least once. The unofficial number of students suspended for 2019 was 36 or 12%.

G. No surveys were given in 2018. For 2019, the student survey was not given, and a question similar to the metric was not asked, but the parent survey reports that 66% of those responding feel a connection to the school, and 94% feel that the school is average or above in creating a welcoming environment. For staff, 45% feel they are supported in their jobs at school, 41% feel they have adequate training and 59% feel they have a voice in decisions and programs.

Expected

Actual

**Baseline**

- 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
- F. 4.3% suspension rate school wide
- G. 80% positivity rate

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>BayTech held an orientation day in August and provided translation services for each special event including parent conferences held in the fall.</p>	<p>5900: Communications Base \$5,200</p>	<p>\$5,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration</p>

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.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events, and educational sessions.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	<p>Bay Tech hosted a Back to School night in the Fall. Cool Sis, School Messenger, and Aptegy BayTech provided weekly and monthly updates posted to the website and via email. A new web hosting service and updated website was put into place.</p>	<p>0000: Unrestricted Base \$7,200</p>	<p>\$19,077 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration</p>

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.



**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. BayTech will arrange for 100% parent participation for all school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.</p> <ul style="list-style-type: none"> <li>• BayTech will continue to conduct meetings as a collaborative parent-professional team which respects cultural differences and differing viewpoints of disability.</li> <li>• BayTech will continue conducting home visits to help establish a better understanding of the learning environment at home.</li> </ul>	<p>Parents were notified fo requirements to attend special meetings regarding, IEP's, academic issues, discipline issues. Administration, Special education and the SST team attended as appropriate. A certificated counselor became a part of the administrative team. There were a few home visits made by the school counselor.</p>	<p>0000: Unrestricted Base \$6,800</p>	<p>\$2,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration MIleage</p>

**Action 4**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Bay Tch hired a full time counselor to provide support services, including those with attendance issues. Bay Tech created a new position, Coordinator of School Climate and School discipline to help deter absenteeism.

2000-2999: Classified Personnel Salaries Base \$11,500

0000: Unrestricted Base \$6,800

5800: Professional/Consulting Services And Operating Expenditures Base \$22,000

11,500 2000-2999: Classified Personnel Salaries LCFF Base

\$6,800 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

\$22,000 2000-2999: Classified Personnel Salaries LCFF Base

### Action 5

#### Planned Actions/Services

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.

#### Actual Actions/Services

Bay Tech utilized an attendance technician along with a team of specialists including counselor and administration to support at risk students

#### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Base \$72,000

#### Estimated Actual Expenditures

\$72,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

- 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.



**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. BayTech will maintain a 90% or higher graduation rate for high school seniors.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Students were able to use Acellus, Study Island along with Edmentum/Plato software for credit recovery. The academic dean and certificated staff functioning as a college counselor monitored student progress and referred students for extra tutorial time.</p>	<p>0000: Unrestricted Supplemental and Concentration \$48,000</p>	<p>\$48,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. BayTech will maintain a less than 5% suspension rate school wide.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Bay Tech Implemented professional development in tier 1 of PBIS. A Coordinator of culture and achievement was hired as a part of the leadership team to implement appropriate practices.</p>	<p>2000-2999: Classified Personnel Salaries Base 32,600</p>	<p>\$32,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.</p> <ul style="list-style-type: none"> <li>BayTech will continue to implement the California Healthy Kids Survey for parents, students, and staff in English and Spanish.</li> <li>BayTech will continue to provide a physically and emotionally safe learning environment to be holistically established by enforcing the school</li> </ul>	<p>Bay Tech began the PBIS process at 2nd semester, using Santa Clara Office of Education services</p>	<p>0000: Unrestricted Base \$4,800</p>	<p>\$3,810.50 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration</p>

policies, rules, and mission.

## Analysis

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

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

This goal represents an ongoing need for Bay Area Technology School. Almost all of the actions and services planned for this year were implemented, though some needed changes to the type and level of implementation or actual actions based on needs for the school year and the fact that several were duplicated actions from other goal areas. Areas that needed focus were attendance rates, graduation rates, parent engagement and student engagement. Actions such as translation services and communications still occurred but still need refinement. REstorative Justice is mentioned throughout, however PBIS, which is closely aligned, is in process of being implemented, as the school moves into its first full year of practice. Translation services were provided in person and in some written documents as planned, but all policies and procedures, handbooks and newsletters need to be translated as the EL population grows. Parent engagement is a area that needs improvement, although a start to reinvent the parent club was successfully made in the spring of the year.

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

With the overall goal of increasing parent and student engagement and ultimately increasing student achievement, raising graduation rates and decreasing dropout rates, there is evidence that growth in these areas is not being made based on 'soft' data and comparisons from the CA Dashboard. There remains room for continued improvement and stronger supports. Unofficial data for parent participation based upon school records indicates that Bay Tech is maintaining the projected participation rates of 85% for orientation and 50% for conferences, however, for students to be truly successful, those rates need to increase, particularly with parent conferences, and actions that were put in place did not address a lack of participation or strategies to get more involvement. Bay Tech has improved its ability to communicate with families, but parent surveys still demonstrate that there is a need for improvement as 80% of parents responding would like to see goals in communication, parent engagement, and student achievement continue, and only 60% feel that communication from classroom teachers and/or administration is good or better. Parents would also like to see more opportunities for engagement through parent education.

Attendance rates and chronic absenteeism are major areas of focus, and the goals as written did not specifically address these issues. For 2018-19 the unofficial attendance (ADA) rate is 91.55% for all students, and for 6th-8th it is 92.40%. BayTech has an unofficial chronic absenteeism rate of 14%. Much progress has been made in the area of graduation rates, and the unofficial rate for 2019 is 2% higher than it was in 2018, but with the addition of an extended year opportunity for credit recovery, the 4 remaining

students should achieve a diploma in late July or early August. Suspension rate is another area of focus, and with the implementation of PBIS along with other actions in Goal # 3 and # 4, Bay Tech should see a reduction in the suspension rate for 2020 which is unofficially at 12% for 2019. The addition of an EI Coordinator, a middle school counselor and more in-depth training in student engagement activities in the classroom should have a positive affect, overall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the nature of how the goals and actions for the 18-19 LCAP were developed and written, most budgeted expenditures were not specifically aligned to estimated actual expenditures. Actions with significant differences are listed below:

Action # 2: \$7,200 was budgeted for software to run the Student Information System (SIS), and School Messenger, a home communication system. The Actual estimated costs, included the revision to the website and additional of other communication methods is \$19,077.

Action # 3: \$6,200 was budgeted for encouraging parents to participate in mandatory meetings. Some of those included the use of the OUSD RSP teacher or other OUSD employees, which cannot be included in our budget. \$2,000 was spent to provide home visits by the Bay Tech counselor.

Action # 8: \$4,800 was designated to be spent on providing a safe and positive campus and implementing the CHKS in English and Spanish. The survey was not given to 2018-19. Santa Clara Office of Education provided initial training for the start of PBIS and two staff members identified as part of the leadership team received additional training for a cost of \$3,810.50.

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.

After evaluating student data, evaluating responses from staff and parent surveys, and reviewing the progress made on actions and services this school year, Goal # 3 has been completely rewritten with new actions and some new metrics for 2019-2020 to better meet the identified needs. Components of this Goal which target parent and student engagement, graduation rates and attendance rates are imbedded in Goal # 1 beginning on page 55, Goal # 3 beginning on page 91 and a new Goal #4 beginning on page 110.

The new goal # 3 with priorities and identified needs is found on page 91

The metrics are found on page 92-93

The new actions begin on page 94

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### Actions / Services

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

#### Action 1

### Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

### In General:

This LCAP was discussed during staff and parent meetings. It was reviewed during the Board goal development and at least one Board goal was aligned to the components of the LCAP. The board, staff and parent communities also were given a survey relating to the goals of the LCAP and the 8 priority areas. REgular reports regarding assessment, goals and needs were made during the Board of directors meeting. All of their responses are incorporated below.

### Faculty:

Staff completed a staff survey specifically addressed the components of the LCAP in April. In addition, the goals were discussed during the regular monthly staff meetings beginning in August 2018, with a focus on needs of programs and students. A leadership group was formed in January 2019 with regular meetings to discuss student and staff needs and start looking at benchmark assessment data. In particular, the middle school staff met in October, December and April to review program and give input on schedules and program changes.

### Students:

Student Council consisting of all grades (6-12) met with their advisor and administration monthly to plan programs and determine needs. They gave input into the discipline plan, elective choices, and school activities and other student desires.

### Parents:

The Parent Club, which had stopped meeting at the end of May 2018, re-established itself in the spring. They met to discuss the organization, the improvements they have seen in the school, and provide their input on additional needs and request. In addition, the middle grades parents had a meeting in late October and in mid April to discuss the middle school program and give input on electives, the arts, world languages, and social emotional student needs. Online parent surveys were filled out as per administration request. The draft of the proposed goals was presented in early May for review and input, and were based upon the survey results and parent meetings.

Board: The Board of Directors discussed student achievement at its regular meeting in September, November, March and May as it relates to LCAP goals, the Dashboard, and the Board goals. The Board had input into the survey questions for the staff, parents and students during its regular March meeting. They reviewed survey results in April and May and gave input into the proposed goals in May at their regular meeting. All of these meetings are open to the public and the minutes and documents are published. The Board Meeting Public Hearing June 3, 2019 was held where the Executive Director, Back Office Provider and Consultant presented. LCAP Adoption, in conjunction with the 2019-2020 budget, was held on June 3, 2019

Targeted student groups including English language learners, foster youth, and low-income students were reviewed for specific feedback. Homeless families were also added to internal targeted groups as the need for this support became more significant this school year.

Lastly, the Executive Director/Principal publishes monthly newsletters and also sends out weekly and sometimes daily messages in the families home language to the students and families regarding program updates and school needs.

## Impact on LCAP and Annual Update

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

1. Stakeholder feedback was significantly increased this school year as outreach efforts were expanded and more opportunities to give input were made available. Changes to the actual collection format were changed and this year, all surveys and feedback activities were aligned and grouped by either goal or need, giving an easier way to track information across all stakeholders, find common themes, connect LCAP goals to those giving input. By soliciting information from a wider span of stakeholders, information was gathered from multiple perspectives, ensuring goals and expenditures in the LCAP addressed all student groups and that representation took place across a spectrum of parents, staff, students, community members, committees, targeted student groups, and administration.
2. The original goals were revised and compiled into four new goals which target the areas of concern addressed by each of the stakeholder groups and data analysis. The issues with the facilities came to the forefront of conversations, along with the needs for additional supports for special education, EL and other at-risk populations, so more of a focus was given to goals that provide a safe and position school environment.
3. Participation in the parent survey increased from as no survey was given this past year. Feedback indicated parents wanted to return to the one survey format and the questions covered all topics needed for LCAP and beyond. Valuable feedback was provided in the key areas of academics, technology, safety, environment, culture, connection, and engagement. Key indicators that impacted the development of the LCAP included a need for improvement in communication, a need for an implementation of parent education

events, and a desire to meet the needs of 6th - 8th grade students. A continuous theme in the comments also indicated a need to grow in the area of culture and climate and ensuring growth and communication in PBIS as a school behavior system. These key ideas are each part of a future goal or action through 2019-2020.

4. This year, the greatest concern generated by staff members was in the areas of communication, follow-through, prompt-responses, and discipline/PBIS. Some of these concerns will be addressed through Goals with ongoing development of PBIS practices being reestablished and a review of training for all staff. Communication and responses will be addressed as a team of teachers, support staff, and administration. Areas that had additional concerns included the safety of facilities, common core aligned textbooks, personal connection to the school, and the atmosphere/climate of BATS and are all represented in the current LCAP.

5. The first presentation to the Board focused on student academic progress and reviewed both CAASPP testing scores as well as the California School Dashboard data. Student testing scores in both ELA and math continue to be an ongoing need, and as a result of Board goal development, a leadership group was formed and met multiple times throughout the year to review academic planning and progress for all grades. The second major presentation focused on discussing the results of all stakeholder feedback and common themes with connection to LCAP and beyond. The responses from all surveys was shared with the community by posting to the website and included not only LCAP items, but also topics that are outside the scope of LCAP that stakeholders gave feedback on. Programs, technology, safety, facilities, and environment were the most discussed and planned for items for this school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 1

provide instruction which will challenge/meet the needs of all students to prepare them with 21st Century college and career ready skills. Raise the levels of student performance a minimum of 1 year for on-grade level students, 2 or more years for below grade level students, and to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students including VAPA (Visual and Performing Arts) and foreign language .

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

- Fully implement the CCCSS School- wide in Language Arts, Mathematics, Science and History.
- Raise student achievement levels based on data from new School-wide assessment system in which the average % of students scoring in both CCCSS reading/language arts and math was below 30% or below.
- Increase EL reclassification rate to insure that students are reclassified as proficient within 3 years of entering the program
- Train all staff to be competent and knowledgeable in differentiation, project -based instruction, blended learning, assessment, technological instructional strategies and technology integration.
- Insure that all classroom teachers and support personnel are highly qualified(HQT)
- Increase the percentage of students who have successfully completed course requirements for UC or CSU entrance.

- Develop a comprehensive English Language Development system that has structures in place to help English Language Learners.
- . Implement a systematic approach for identifying at-risk students
- . Implement appropriate interventions to meet the needs of at-risk students
- . Increase a-g completion rates
- . Refine and expand course offerings to reflect rigor and a broad course of study that prepares students for college, career, and other post-secondary options
- . Expand CTE courses and pathways
- . Improve college readiness, enrollment, and persistence rates
- . Maintain technological resources/devices for students

## 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 Implementation of Academic Standards CELDT/ELPAC Reclassification Data AP Exam Participation Course Enrollment List CALPADS	<p>A. 100% fully credentialed and appropriately placed staff.</p> <p>B. 100% student access to Standards Based Instructional Materials.</p> <p>C. 90% compliance on site inspections</p> <p>D. 27% Math, 43% ELA (BLOCK ONLY), No Interim Data Yet</p> <p>D. 40% proficiency for Reading (ELA), 31% proficiency for Math</p> <p>D. 11% Math, 15% ELA</p> <p>E. 100% high school cohort graduation rate,</p>	<p>A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained)</p> <p>B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.</p> <p>C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)</p> <p>D. Maintain a minimum of 30% proficiency on ELA and Math Interim and Block Assessments</p>	<p>A. Maintain 100% fully credentialed and appropriately placed staff (Current CCTC records maintained)</p> <p>B. Maintain 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.</p> <p>C. Continuing daily spot checks and 90%+ compliance on Site Inspections (Annual SARC Report)</p> <p>D. Maintain a minimum of 30% proficiency on ELA and Math Interim and Block Assessments</p>	<p>Metrics in this column have been revised to reflect growth from actuals reported in annual review.</p> <p>A. 85% fully credentialed and appropriately placed staff (Current CCTC records )</p> <p>B. Achieve 100% student access (Annual School Accountability Report Card (SARC)) to Standards Based Instructional Materials.</p> <p>C. 90%+ compliance on Site Inspections (Annual SARC Report)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>satisfying UC or CSU entrance requirements</p> <p>F. 65% proficiency on CELDT/ELPAC</p> <p>G. No Data for EAP, 4% with a 3 or better on AP</p> <p>H. 100% enrollment in courses required by the state for middle and high school</p>	<p>D. Maintain 30% proficiency in Reading and Math on MAP tests.</p> <p>D. Maintain 30% proficiency rate on CAASPP (ELA &amp; Math).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>D. Maintain 30% proficiency in Reading and Math on MAP tests.</p> <p>D. Maintain 35% proficiency rate on CAASPP (ELA &amp; Math).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>D. 50 % proficiency on ELA and Math Interim and Block Assessments</p> <p>D. 85% of students will be on target to reach growth goals in Reading and Math on iReady tests.</p> <p>D. 10% growth on standard met or exceed rate on CAASPP (ELA &amp; Math from 2018-19).</p> <p>E. 100% (for all student groups) high school cohort graduation rate. E 50% of graduates will satisfy state, UC or CSU entrance requirements.</p> <p>F. 40% of EL students will reach Level 4 proficiency ELPAC. 40% ELL reclassification rate for students who enter and are tested at BayTech for each year.</p> <p>G. 20% of students take at least one EAP test during their junior year as determined by CAASPP. In addition, 50% of AP exam pupils</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>exam pupils will receive a score of 3 or higher.</p> <p>H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.</p>	<p>exam pupils will receive a score of 3 or higher.</p> <p>H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.</p>	<p>will receive a score of 3 or higher.</p> <p>H. BayTech will continue to require 100% enrollment in courses required by the state for middle school and high school.</p>
I CA Dashboard ELA and Math Scores	I. 2018 ELA scores' all students and subgroups in Orange 2018 Math scores all students and subgroups in yellow			I. The dashboard will reflect a statistically significant minimum increase of 15 points in both ELA and math for all subgroups
J Professional Development staff survey	J. % of teacher report of mastery on new program implementation/CC instruction/ lesson differentiation, assessment, technology use			J 80% of teachers report mastery on program implementation including NGSS/CC Instruction/lesson differentiation, assessment, technology use
K Parent Education calendar and event attendance logs	K. No opportunities to participate in Parent education for general student support, CC Literacy and Math			K. Three opportunities to participate in Parent education for general student support, CC Literacy and Math
L Graduation Rate Indicator	L. 2018 Data Quest HS Graduation rates 8.27%			L. 2019 Data Quest HS Graduation rates 90%

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

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

- BayTech has developed a stipend policy for teachers to earn extra

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

Unchanged Action

2018-19 Actions/Services

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

- BayTech has developed a stipend policy for teachers to earn extra

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

New Action

2019-20 Actions/Services

1. Pilot, Adopt, purchase and provide resources to support fully CCCS, a-g, AP and CTE aligned materials and programs, staff training and full school wide implementation

income and advance their careers.

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

income and advance their careers.

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1,462,669	1,462,669	45,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies
Amount			10,000
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development
Amount			45,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

All  
[Add Students to be Served selection here]

All Schools  
[Add Location(s) selection here]

OR

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

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

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

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

2. Adapt, refine and implement with fidelity, the CCSS instructional strategies/methodologies including 21st Century skills, and provide resources for support materials, mentoring and access to state-of-the-art instructional resources/equipment to support student learning and achievement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$42,940	\$44,174	\$25,000
Source	Concentration	Concentration	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Coaching
Amount			\$45,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Equipment and supplies
Amount			20,000
Source			LCFF Supplemental and Concentration
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:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

**Actions/Services**

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

Unchanged Action	Unchanged Action	New Action
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**2017-18 Actions/Services**

C. Supervision of custodial and maintenance staff.

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

**2018-19 Actions/Services**

C. Supervision of custodial and maintenance staff.

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

**2019-20 Actions/Services**

3. Develop an instructional support program and provide adequate staff including a coach and professional development to support classroom instruction, differentiation, cluster grouping, remediation, counseling , EL, CTE, Special Education and those who are at risk and not meeting grade level skills or achieving below proficiency levels.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,120	\$62,540	\$200,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries

**Action 4**

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

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

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

All  
[Add Students to be Served selection here]

All Schools  
Specific Grade Spans: 6th-8th  
[Add Location(s) selection here]

OR

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

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

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

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**Actions/Services**

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

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

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

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

4. Development of CCCSS and 21st Century Skills aligned middle school enrichment and exploratory opportunities to support student learning and their success in future college and career pursuits including computer coding STEM instruction, classroom and instrumental music, foreign language and necessary materials, programs and equipment.

- 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

- 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
- 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.

Math by introducing block periods.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$34,540	\$48,750
Source	Supplemental and Concentration	Supplemental and Concentration	Locally Defined
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries
Amount			15,000
Source			Locally Defined
Budget Reference			4000-4999: Books And Supplies
Amount			11,250
Source			Locally Defined
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:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

New Action

**2017-18 Actions/Services**

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.
- A dedicated college counselor is now on staff to increase awareness and improve college readiness.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

5. Inclusion of parents as partners in the implementation plan through ongoing parent education meetings and trainings with a focus on language arts, math and technology use.

- 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 offer an "unofficial" SAT day for juniors at our school site to simulate the real experience.

- Continue creating a College Bound Events Calendar 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. 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

- 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.

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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$42,600	\$2,000
Source	Concentration	Concentration	Locally Defined
Budget Reference	0000: Unrestricted	0000: Unrestricted	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:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**

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

- Limited to Unduplicated Student Group(s)

**Location(s):**

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

- All Schools

**Actions/Services**

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

- New Action

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

- Unchanged Action

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

- New Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

6. Provide all students below proficient in grade level skills to be successful in the CCCSS aligned instruction, supplemental resources such as: technology resources, home based materials, tutorial services, web-based programs, adequate support staff for before school, after school and during the school day, FY transportation, to support their high level of achievement and acquisition of English language proficiencies especially targeting EL, Low income and Foster Youth.

- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes

- BayTech will continue to incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$64,617	\$66,159	\$24,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries
Amount			8,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			8,000
Source			LCFF Supplemental and Concentration
Budget Reference			7000-7439: Other Outgo transportation

**Action 7**

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

**Students to be Served:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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 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.

2018-19 Actions/Services

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 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.

2019-20 Actions/Services

7. Provide staff and parent education opportunities based upon needs and interests as identified by staff and parents with the specific focus on the needs of EL students, Foster Youth, and Low Income, including differentiation of instruction. support their high level of achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$22,600	\$26,450	\$2,500
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			200
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

### Action 8

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

Provide coaches and professional development for instructional strategies and EDI Instruction and curriculum/program implementation  
Provide Professional development/ implementation of supplemental programs for intervention for ELA and math.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$24,560	\$40,00
Source	Federal Funds	Federal Funds	LCFF Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	5800: Professional/Consulting Services And Operating Expenditures
Amount			10,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

**Action 9**

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

**Students to be Served:**

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

Students with Disabilities

Specific Student Groups: All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

New Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Provide a Coordinator of Student Services to serve At-Risk/low income, EL, Special Education and Foster Youth

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.

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**

Year	2017-18	2018-19	2019-20
Amount	\$120,500	\$130,500	\$56,000
Source	Special Education	Special Education	LCFF Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	1000-1999: Certificated Personnel Salaries
Amount			50,000
Source			Special Education
Budget Reference			1000-1999: Certificated Personnel Salaries

**Action 10**

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

New Action

Staff Classes and Programs with qualified (CTC approved) teachers and coordinators

**Budgeted Expenditures**

Amount

892,280

Source

LCFF Base

Budget Reference

1000-1999: Certificated Personnel Salaries

Amount

100,000

Source

Federal Funds

Budget Reference

1000-1999: Certificated Personnel Salaries

**Action 11**

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

		New Action
		Provide necessary additional resources at each grade level to fully implement grade level skills and components from all plans including devices and related tools/programs for instruction and assessment

**Budgeted Expenditures**

Amount			20,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies
Amount			5,000
Source			Federal Funds
Budget Reference			4000-4999: Books And Supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 2

Improve internal and external communication among all stakeholders, including parents, staff, students, authorizer, community, to support school connectedness, student engagement, safety and increase student achievement. Enhance Parent access, knowledge, expertise, communication and participation in school programs and student engagement. Increase family use of technology for instructional and communication purposes.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

- Based upon staff and parent surveys , there is still a need to engage parents in the education of their children and to improve communication.
- There is a need to train the parents in the use of the programs used by their children. There is a need to increase parent involvement in school activities.
- There is a need to educate parents in 21st century skills, students social and emotional growth in the different grades, CTE, and the different paths students may follow after graduation along with requirements.
- There is a need provide parents 24/7 access to student resources, progress and academic achievement and to improve and expand IT support to students and staff.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>MAP (NWEA) CAASPP Interims/Block Assessments CELDT/ELPAC ACCUSSESS</p>	<p>A-1. No Data Available (NEW)</p> <p>A-2. 40% proficiency for Reading (ELA), 31% proficiency for Math</p> <p>A-3. 100% participation in professional developments</p> <p>B-1. 100% ELL participation</p> <p>B-2. 65% proficiency on CELDT</p>	<p>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.</p> <p>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.</p> <p>A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.</p> <p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p>	<p>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.</p> <p>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.</p> <p>A-3. Maintain 100% teacher participation in CCSS and ELD PD at least for one full day.</p> <p>B-1. BayTech will maintain 100% ELL participation in CELDT/ELPAC, MAP, and ACCUSSESS exams.</p>	<p>A 1-3 and B 1,2 Not applicable for new goal.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.	B-2. BayTech will maintain 50% overall proficiency on CELDT/ELPAC exams.	
Annual parent survey on technology tools, home/school communication and student access	Less than 60% of parents satisfied and comfortable with technology resources, tools, communication and access			80% of parents, students satisfied and comfortable with technology resources, tools, communication and access
Annual student survey on technology tools, home/school communication and student engagement	These questions were not on the student survey and will be added for 2019/20			80% students satisfied and comfortable with technology resources, tools, communication and feeling that they have a voice
Parent Participation Logs	No Data			2019/20 Attendance sheets for participation at parent education and school events/activities show an average of 20% attendance
Professional Development Calendar and Attendance Logs	No Data			100% of staff trained in use of adopted programs, instructional strategies and communication ia virtual and on site training.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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 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

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

New Action

2019-20 Actions/Services

1. Provide ongoing funding to support comprehensive high level training and support for enhancing parent communication via email, text, and automated messages. Expense \$10,000

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$20,250	\$24,560	\$10,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$22,600	\$22,600	
Source	Base	Base	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	Not Applicable

### Action 2

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

#### Students to be Served:

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

All  
[Add Students to be Served selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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 students allowing teachers to pinpoint areas of additional support and plan

2018-19 Actions/Services

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

2019-20 Actions/Services

Provide 24/7 access to student academic, attendance and assessment information through interactive web site portal and SIS system

lessons accordingly, targeting their learning needs.

lessons accordingly, targeting their learning needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,500	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5900: Communications
Amount			15,000
Source			LCFF 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:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

## Actions/Services

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

Modified Action

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

Unchanged Action

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

New Action

### 2017-18 Actions/Services

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.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

3. Provide staff and parent education opportunities on use of systems based upon needs and interests as identified by staff and parents with the specific focus on the needs of EL students, Foster Youth, and Low Income, including differentiation of instruction. support their high level of achievement

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,600	\$20,000	\$3,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	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:

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

##### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

#### Actions/Services

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

Modified Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

4. Provide Parent Education Opportunities regarding high school curriculum,

- 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.

- 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.

graduation requirements, social and emotional growth

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,600	\$5,200	2,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	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:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

Provide funding for families to receive information and support in the appropriate language or style. Provide transportation as necessary for families/students to attend special events. Expense \$5,000

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$72,600	\$4,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount			\$1,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Transportation

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 3

improved and enhanced safety and emergency response strategies and systems. Overall Increased support, maintenance and updates for District facilities and services to provide attractive, clean, safe and inviting place for students, staff and community. Increased support for a socially and emotionally safe and secure learning environment, free from physical, emotional and digital harassment.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based upon parent, staff surveys, there is a need for:

- Enhanced/expanded and improved current school facilities, operations and support services to insure safety and appropriate levels of support for students and staff;
- Fully implement a no-tolerance policy for bullying and harassment at all grade levels;
- Better supervision in the cafeteria
- Develop a culture of achievement
- Provide additional support for all learners
- Increase the feelings of pride and connectedness with students and families

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>parent/student orientation attendance monthly parent club meetings annual events surveys student attendance (ADA) graduation rate suspension rate drop out and expulsion rate</p>	<p>A-1. 85% participation (orientation) 50% participation (conferences)</p> <p>A-2. Monthly meetings (Saturdays)</p> <p>B. No Data Available (NEW)</p> <p>C. 95% ADA, 2.2% chronic absenteeism</p> <p>D. 0% drop out rate</p> <p>E. 100% graduation rate</p> <p>F. 4.3% suspension rate school wide</p> <p>G. 80% positivity rate</p>	<p>A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.</p> <p>A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events and educational sessions.</p> <p>B. BayTech will arrange for 100% parent participation for all 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>A-1. BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.</p> <p>A-2. BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events and educational sessions.</p> <p>B. BayTech will arrange for 100% parent participation for all 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>These Outcomes have been modified to reflect the new goals and actions, based upon the annual review.</p> <p>A-1. 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.</p> <p>A-2. Parent sign-in sheets: Monthly parent club meetings</p> <p>B. 100% parent participation for all school mandated meetings for their children. This includes all administrative, IEP, and academic meetings.</p> <p>C. 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.</p> <p>D. 5% or less dropout rate school wide.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<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>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>E. BayTech will maintain a 100% graduation rate for high school seniors.</p> <p>F. 5% or less suspension rate school wide.</p>
Budget Actuals for Facilities Improvements Expenditures	No Data			Expenditures reflecting facilities improvements
Parent Education Logs	No Data			Parent Education will reflect at least 3 sponsored activities
Professional Development Plan	No Data			100% of staff trained in the use of anchoring activities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personnel Lists	No Positions			Staffing Positions reflect LCAP goals
Annual Parent/Staff/Student Surveys on safety and engagement	Less than			Annual parent/Student/Staff survey student safety and engagement will reflect 70% satisfaction
CA Dashboard Indicators	ELA and Math indicators are in Orange or Red			The dashboard will reflect a statistically significant minimum increase of .10 points in both ELA and math for all subgroups

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

LEA-wide  
 [Add Scope of Services selection here]

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

Unchanged Action

New Action

**2017-18 Actions/Services**

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 Actions/Services**

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 Actions/Services**

Implement a daily anchoring program for student arrival and during major transitions, including breakfast for all and intramurals. Train staff and parents in program components and expectations

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,600	\$5,200	\$13,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5900: Communications	5900: Communications	2000-2999: Classified Personnel Salaries
Amount			\$6,500
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures
Amount			\$12,000
Source			After School Education and Safety (ASES)
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$6,500
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$5,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Breakfast

Amount			\$6,500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action  
Unchanged Action

### 2017-18 Actions/Services

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

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

Unchanged Action

### 2018-19 Actions/Services

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

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

New Action

### 2019-20 Actions/Services

Add additional classroom space and a counseling center to better support student and special needs

(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

(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.

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,800	\$7,200	\$300,000
Source	Base	Base	Other
Budget Reference	0000: Unrestricted	0000: Unrestricted	7000-7439: Other Outgo Facility improvements/ renovations

**Action 3**

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

**Students to be Served:**

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

All  
 Students with Disabilities  
 Specific Student Groups: middle school  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

Schoolwide  
 [Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

New Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

Implement a middle school counseling program for students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,600	\$6,800	\$25,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	1000-1999: Certificated Personnel Salaries

**Action 4**

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

**Students to be Served:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

New Action

2019-20 Actions/Services

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.

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.

4. Add additional staff and training via a PBIS Coach and Intervention specialist (Counseling 30%, classified 30% certificated 40%)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$11,500	\$6,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,200	\$6,800	\$14,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	1000-1999: Certificated Personnel Salaries

Amount	\$20,000	\$22,000	
Source	Base	Base	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	Not Applicable

### Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

New Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

5. Implement recommendations such as awards and incentives, additional support staff improving attendance and punctuality.

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.

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**

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$72,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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.

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

Unchanged Action

2018-19 Actions/Services

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.

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

New Action

2019-20 Actions/Services

Add support personnel to ensure that Foster Youth, English Learners, Low Income and students identified as receiving special education support receive the necessary services to ensure safety and instructional support .

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,000	\$48,000	\$120,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	1000-1999: Certificated Personnel Salaries

Amount			\$40,000
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

### Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Provide funding for families receive information and support in the appropriate language

- 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.

- 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**

Year	2017-18	2018-19	2019-20
Amount	\$32,000	32,600	\$4,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	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:**

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

[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

LEA-wide  
 [Add Scope of Services selection here]

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

New Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Provide funding for parent education focused on school discipline, parent rights, and policies relating to anti-bullying and harassment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,600	\$4,800	\$2,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	0000: Unrestricted	0000: Unrestricted	1000-1999: Certificated Personnel Salaries

**Action 9**

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

**OR**

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

**Actions/Services**

		New Action
		Improve attendance, punctuality and access to courses and programs by providing bus passes to and from school for EL, Foster Youth and Low income.

**Budgeted Expenditures**

Amount			\$2,000
Source			LCFF Supplemental and Concentration
Budget Reference			7000-7439: Other Outgo Transportation

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 4

Enhanced student engagement, attendance, and achievement. Increase school connectivity, feelings of safety at school and overall physical/emotional wellness and resiliency for students.

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

State Priorities:

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

Local Priorities:

### Identified Need:

Based upon staff, student surveys:

- o Increase feeling of safety while on the campus;
- o Enhanced/expanded and improved operations and support services to insure appropriate levels of support for students and staff;
- o Increase student engagement, attendance and achievement; Focus on student wellness, resiliency and connectedness to school;
- o Increase feeling of connectivity of families to the school community
- o More Targeted Instruction for Interventions & Enrichments.
- o More tiered supports that promote and sustain student improvements.
- o More training on interpreting the data to make decisions about curriculum and teaching practices, which will ultimately improve Math and ELA scores
- o on the CAASPP.
- o More students need to be encouraged and supported to complete ag
- o courses and or take courses at the community colleges and CTE courses.
- o More students need to be encouraged and supported to participate in college prep assessments (such as

o EAP, SAT, ACT)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard Indicators for Achievement, Performance Engagement, Climate	All Indicators are in Orange or Red			The CA Dashboard will reflect a statistically significant growth of points in each area on the CA Dashboard
EI Reclassification/Progress Rates	34.5 % Moderately developed and 0% well developed			!5% growth in all areas of development
Student preparatory assessment results, community college transcripts and CTE program transcripts	No data			Increase student participation in college prep assessment (such as EAP, SAT, ACT)and/or community college courses and CTE programs by 25%
Annual parent, staff and student surveys on feelings of safety, school engagement, bullying	Less than 50% satisfactory rating			85% of students, staff and parents will feel safe, feel engaged, and show a decrease in bullying
UCOP approval list Student Course Offering List (A-G UC/CSU Requirements)	No Data			Course offering will demonstrate and increase a-g course offerings approved by UCOP by 20%
Attendance Rates	2018-19 adopted budget shows 95% attendance rate			2019/20 will show 96% attendance

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Transcripts /Cal Pads	Cal Pads Data not calculated			Increase in the number of classes completed for a-g courses by 15%

## 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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

New Action

English Learners, Foster Youth and Low Income students will receive specially designed support services to further support their connectedness to school and overall wellness at school through school counselor time

### Budgeted Expenditures

Amount			10,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

## Action 2

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

## Actions/Services

New Action

Foster Youth, EL students, and students who are identified as low income and are eligible for free and reduced lunch require and be given additional supports such as academic remediation transportation for after school programs and extra curricular activities and other research based positive intervention programs to ensure their connectedness to school

## Budgeted Expenditures

Amount

\$13,500

Source

LCFF Supplemental and Concentration

Budget Reference

2000-2999: Classified Personnel Salaries

Amount			\$1,500
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures transportation

**Action 3**

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

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

**Actions/Services**

		New Action
		Review, revise and implement the school-wide discipline system to include {PBIS/Restorative practices; provide both student and staff training to ensure a positive culture with consistent discipline free of bullying and harassment where all students feel safe and connected, add personnel to support program.

**Budgeted Expenditures**

Amount			\$50,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$50,000
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

**Action 4**

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

**OR**

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

**Actions/Services**

		New Action
		Provide release time for discipline training, revisions and plan implementation

**Budgeted Expenditures**

Amount			\$10,000
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

**Action 5**

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

**OR**

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

**Actions/Services**

		New Action
		Provide "hot spot" internet devices and service for low income, foster youth, and EL students for home use

**Budgeted Expenditures**

Amount			\$1,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

**Action 6**

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

**OR**

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools
--	--	-------------

**Actions/Services**

		New Action
		Provide research based digital individualized learning opportunities supporting targeted students.

**Budgeted Expenditures**

Amount			\$10,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

**Action 7**

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

**OR**

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

**Actions/Services**

		New Action
		Dedicated counseling time College and Career Counseling to increase successful transitioning for targeted students and

		other specific college/career related outcomes
--	--	--

**Budgeted Expenditures**

Amount			\$10,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

**Action 8**

All	All Schools
-----	-------------

**OR**

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

**Actions/Services**

		New Action
		Guidance Counselor to focus on academic interventions and college/career readiness at all levels

**Budgeted Expenditures**

Amount			\$10,000
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries

**Action 9**

All  
[Add Students to be Served selection here]

Specific Grade Spans: 10th,11th,12th grades  
[Add Location(s) selection here]

OR

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

Specific Grade Spans: 10th,11th,12th  
[Add Location(s) selection here]

**Actions/Services**

[Empty box]

[Empty box]

New Action

[Empty box]

[Empty box]

Provide practice college admissions testing (PSAT or Pre ACT) for all 10th, 11th or 12th grade students

**Budgeted Expenditures**

Amount [Empty box]

[Empty box]

\$5,000

Source [Empty box]

[Empty box]

LCFF Supplemental and Concentration

Budget Reference [Empty box]

[Empty box]

4000-4999: Books And Supplies

**Action 10**

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

[Empty box]

[Empty box]

New Action

		Provide School Based Therapy for struggling students and social skill interventions at all levels
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**Budgeted Expenditures**

Amount			\$24,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$6,000
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

**Action 11**

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

**OR**

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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**Actions/Services**

		New Action
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Fully implement the first year Tier Multi Tier System of Support (MTSS) support coaching, data analysis and implementation \$40,000 (Prof dev 25%, 75% certificated)

**Budgeted Expenditures**

Amount			\$30,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$10,000
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$603,281.00

Percentage to Increase or Improve Services

22.7%

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 has increased its unduplicated student count % from 62, which was low due to paperwork errors in 2018-19 to a projected 78.48% in 2019-20 base upon current enrollment and enrollments applications. According to the minimum proportionality percentage calculation of 22.7%%, services provided for EL, FY, LI, and Homeless (targeted) students enrolled in Bay Area Technology School have been increased and improved significantly more than the required percentage as compared to services provided to all students accordingly and are described below:

This LCAP provides a program for all students which supports being college and career ready, and addresses gaps in academic performance, instructional strategies, course offerings, and student engagement. Specialized school and support services have also been designated through this LCAP in order to ensure that all English learners, low income students and Foster Youth are provided with opportunities to receive support and assistance to achieve at high levels. These will continue to be refined through the LCAP revision process. Regular Intervention, enrichment and digital Summer school offerings are available for the first time, and home connectivity provided also for the first time, as needed to targeted students. A variety of interactive digital resources will be provided to support the individual needs of the EL, Foster Youth or Low Income students in achieving the Common Core and 21st Century Skills requirements. Additional staffing has been put in place to address learning and instruction for all subgroups and students achieving below expected levels.

- -----

Specifically In each of the following goals support Actions some of which are school wide but, because of the action which involves professional development or program implementation, are the best use of funds as compared with others which are just targeting the unduplicated students.

Goal 1: Student Achievement/Professional Development:

Action # 1 Pilot, Adopt, purchase and provide resources to support fully CCCS, a-g, AP and CTE aligned materials and programs, staff training and full school wide implementation \$45,000 pp 60

Action # 2 Adapt, refine and implement with fidelity, the CCSS instructional strategies/methodologies including 21st Century skills, and provide resources for support materials, mentoring and access to state-of-the-art instructional resources/equipment to support student learning and achievement \$20,000 pp 61

Action #3 Provide adequate staff including a coach and professional development to support classroom instruction, differentiation, cluster grouping, remediation, counseling , EL, CTE, Special Education and those who are at risk and not meeting grade level skills or achieving below proficiency levels. \$200,000 pp 63

Action #6 Provide supplemental resources including technology, personnel, transportation and tutorial \$40,000 pp 69/70

Action # 7 Parent Education \$2,000 pp 71/72

Action # 8 Provide Coaches and Professional Development \$50,000 pp 73/74

Action # 9 Provide a coordinator of Student Services \$56,000 pp 75/76

Goal 2: Communication/School Connectedness/Parent Involvement:

Action # 3 Staff Parent Training to implement communication system \$2,000 pp 85-87

Action # 5 Funding for families to receive communication in home language and Transportation for families \$5,000 pp 88/90

Goal 3: improved and enhanced safety and emergency response strategies and systems. Overall Increased support, maintenance and updates for District facilities and services to provide attractive, clean, safe and inviting place for students, staff and community.

Increased support for a socially and emotionally safe and secure learning environment, free from physical, emotional and digital harassment.

Action # 1 Daily Anchoring Program for academics, engagement and culture including breakfast and snacks \$40,000 pp 88/89

Action # 3 Middle School Counseling \$25,000 pp 99-103

Action #4 Add additional staff and training via a PBIS Coach and Intervention specialist \$20,000 pp 103/104

Action # 6 Add support personnel to ensure that Foster Youth, English Learners, Low Income and students identified as receiving special education support receive the necessary services to ensure safety and instructional support \$1600,000 pp 104-106

Action # 8 Provide funding for parent education focused on school discipline, parent rights, and policies relating to anti-bullying and harassment. \$2,000 pp 107-109

Action # 9 Bus Passes for Students \$ 2,000 pp 109

Goal 4: Enhanced student engagement, attendance, and achievement. Increase school connectivity, feelings of safety at school and overall physical/emotional wellness and resiliency for students.

Action # 1 Dedicated Counseling time \$10,000 pp 112

Action # 2 Academic remediation, participation in extra-curricular, transportation \$15,000 pp 113/114

Action # 3 Personnel and Implementation of PBIS . \$100,000 pp 114/115

Action # 4 Release time for discipline training and plan revisions . \$10,000 pp 115/116

Action # 5 WiFi Hotspots \$1,000 pp 116

Action # 6 Provide research based digital individualized learning opportunities supporting targeted students. \$10,000 pp 116/117

Action # 7 Dedicated College and Career Counseling . \$10,000 pp 117/118

Action # 9 Provide practice college admissions testing (PSAT or Pre ACT) for all 10th, 11th or 12th grade students \$5,000 pp 119

Action # 10 Provide School Based Therapy for struggling students and social skill interventions at all levels \$30,000 pp 119/120

Action # 11 Fully implement the first year Tier Multi Tier System of Support (MTSS) support coaching, data analysis and implementation . \$30,000 pp 120/121

Supplemental LCAP funds were allocated schoolwide for all students in many of the actions which were identified among

the alternatives available, as the most effective use of funds to meet CPCS goals for unduplicated pupils in the state and local priority areas:

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**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

\$142,500

Percentage to Increase or Improve Services

85%

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).

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.

Bay Area Technology School is a title 1 school which caters the economically and socially disadvantaged students in Oakland. The FRL rate has always been over 80 %. In 2018-19 this percentage will be higher or equal to this. 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.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$122,633 - 12.69%

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.

# Addendum

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

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

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

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

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

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner 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. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,261,552.00	0.00	2,206,296.00	2,261,552.00	2,440,036.00	6,907,884.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	12,000.00	12,000.00
Base	1,859,378.00	0.00	1,833,256.00	1,859,378.00	45,000.00	3,737,634.00
Concentration	86,774.00	0.00	78,940.00	86,774.00	0.00	165,714.00
Federal Funds	24,560.00	0.00	22,000.00	24,560.00	105,000.00	151,560.00
LCFF Base	0.00	0.00	0.00	0.00	1,043,780.00	1,043,780.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	687,256.00	687,256.00
Locally Defined	0.00	0.00	0.00	0.00	77,000.00	77,000.00
Other	0.00	0.00	0.00	0.00	300,000.00	300,000.00
Special Education	130,500.00	0.00	120,500.00	130,500.00	50,000.00	301,000.00
Supplemental	72,600.00	0.00	70,000.00	72,600.00	0.00	142,600.00
Supplemental and Concentration	87,740.00	0.00	81,600.00	87,740.00	120,000.00	289,340.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,261,552.00	0.00	2,206,296.00	2,261,552.00	2,440,036.00	6,907,884.00
0000: Unrestricted	145,960.00	0.00	131,800.00	145,960.00	0.00	277,760.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,651,443.00	0.00	1,640,609.00	1,651,443.00	1,558,336.00	4,850,388.00
2000-2999: Classified Personnel Salaries	44,100.00	0.00	43,000.00	44,100.00	215,250.00	302,350.00
4000-4999: Books And Supplies	97,080.00	0.00	92,120.00	97,080.00	210,500.00	399,700.00
5000-5999: Services And Other Operating Expenditures	113,319.00	0.00	107,467.00	113,319.00	7,700.00	228,486.00
5800: Professional/Consulting Services And Operating Expenditures	73,950.00	0.00	66,200.00	73,950.00	133,250.00	273,400.00
5900: Communications	5,200.00	0.00	4,600.00	5,200.00	5,000.00	14,800.00
7000-7439: Other Outgo	130,500.00	0.00	120,500.00	130,500.00	310,000.00	561,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,261,552.00	0.00	2,206,296.00	2,261,552.00	2,440,036.00	6,907,884.00
0000: Unrestricted	Base	25,600.00	0.00	24,200.00	25,600.00	0.00	49,800.00
0000: Unrestricted	Concentration	42,600.00	0.00	36,000.00	42,600.00	0.00	78,600.00
0000: Unrestricted	Federal Funds	24,560.00	0.00	22,000.00	24,560.00	0.00	46,560.00
0000: Unrestricted	Supplemental and Concentration	53,200.00	0.00	49,600.00	53,200.00	0.00	102,800.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,534,669.00	0.00	1,527,669.00	1,534,669.00	0.00	3,062,338.00
1000-1999: Certificated Personnel Salaries	Concentration	44,174.00	0.00	42,940.00	44,174.00	0.00	87,114.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	100,000.00	100,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	902,280.00	902,280.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	384,056.00	384,056.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	50,000.00	50,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	72,600.00	0.00	70,000.00	72,600.00	0.00	142,600.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	120,000.00	120,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	12,000.00	12,000.00
2000-2999: Classified Personnel Salaries	Base	44,100.00	0.00	43,000.00	44,100.00	0.00	87,100.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	154,500.00	154,500.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	48,750.00	48,750.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Base	62,540.00	0.00	60,120.00	62,540.00	45,000.00	167,660.00
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	0.00	0.00	5,000.00	5,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	0.00	0.00	70,000.00	70,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	75,500.00	75,500.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	0.00	0.00	15,000.00	15,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	34,540.00	0.00	32,000.00	34,540.00	0.00	66,540.00
5000-5999: Services And Other Operating Expenditures	Base	113,319.00	0.00	107,467.00	113,319.00	0.00	220,786.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	7,700.00	7,700.00
5800: Professional/Consulting Services And Operating Expenditures	Base	73,950.00	0.00	66,200.00	73,950.00	0.00	140,150.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	66,500.00	66,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	55,500.00	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	0.00	0.00	11,250.00	11,250.00
5900: Communications	Base	5,200.00	0.00	4,600.00	5,200.00	0.00	9,800.00
5900: Communications	LCFF Base	0.00	0.00	0.00	0.00	5,000.00	5,000.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	10,000.00	10,000.00
7000-7439: Other Outgo	Other	0.00	0.00	0.00	0.00	300,000.00	300,000.00
7000-7439: Other Outgo	Special Education	130,500.00	0.00	120,500.00	130,500.00	0.00	251,000.00

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



**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,894,192.00	0.00	1,863,446.00	1,894,192.00	1,591,036.00	5,348,674.00
<b>Goal 2</b>	150,460.00	0.00	140,050.00	150,460.00	40,500.00	331,010.00
<b>Goal 3</b>	216,900.00	0.00	202,800.00	216,900.00	567,500.00	987,200.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00	241,000.00	241,000.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					