Local Control Accountability Plan and Annual Update (LCAP

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.

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2019-20 Plan Summary

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

In 1998, a group of six parents had the dream of creating a school that would be a gateway to college for all students regardless of learning style, socio-economic status, educational experience or ethnic background. They founded Gateway High School—a college preparatory, public charter school in San Francisco—on the paired principles that all students can learn at high levels and that all students learn differently. Since then, more than 96% of our graduates have gone on to college—double the statewide rate. Located in the Western Addition district of San Francisco and chartered by the San Francisco Unified School District, applicants are admitted via lottery, with preferences for siblings of current students, students who graduated from Gateway Middle School, students who are eligible for free/reduced lunch, and students who live in San Francisco. Gateway High School serves an average of 475 socio-economically, ethnically, and geographically diverse 9th-12th grade students from San Francisco and the surrounding Bay Area. Gateway's students are on average 20% African American, 20% Asian, 30% Latino, and 28% White. Fifty-three percent of Gateway's students qualify for free and reduced lunch, an average of 20% of Gateway students qualify for an IEP, and more than 35% will be the first in their families to go to college. Despite the challenges that many Gateway students face, Gateway's graduation and college matriculation rates are consistently in the high 90%s. Gateway combines a rigorous academic program with an approach in which the individual talents, strengths, and needs of our learners are identified and supported. The required academic program for all students exceeds the UC/CSU requirements, including a second year of arts, third year of world language, and fourth year of social science. The majority of seniors take a fourth year of math, and more than 80% of our 11th and 12th grade students are enrolled in at least one AP or honors level class. Class sizes are small with an average of 24 students, allowing teachers to build relationships with and individualize instruction for their students. Gateway's award winning tutor program serves 2/3 of the student body and provides more than 5000 tutor hours each school year. In order to meet the needs of students who enter Gateway reading far below grade level, the school has developed a unique reading intervention program as a complement to students' core classes. Students in this program gain an average of 1.5 years of reading proficiency while in the course—a significant jump given that these students have typically made little gain in previous years of schooling. Gateway's commitment to developing student literacy bears out in the school's CAASPP scores, with 73% of students scoring proficient and above in ELA/Literacy since the test's inception. Gateway is committed to educating students in the broadest sense, providing opportunities for academic, social and emotional, and real-world learning. To that end, Gateway has a strong advisory program in which each advisor has no more than 18 students, and students have the same advisor for their entire four years. The advisor acts as an academic support and counselor for their advisees, and as a point person for families. To support real-world learning, Gateway's Director of Partnerships works with students to find internship, community service, and extracurricular opportunities. In partnership with nearly 50 community-based organizations and institutions, students participate in a range of opportunities, from interning with venture capitalists to working at farmers' markets. Gateway has also intentionally bolstered STEM education through offering additional courses such as AP Environmental Science, AP Physics, and Computer Science; as well as hosting extra-curricular opportunities like Robotics, and coding clubs for girls and for students with limited access to technology. In May 2016 Gateway received the highest possible accreditation from the WASC commission and in April 2017, Gateway was named a 2017 California Gold Ribbon School.

LCAP Highlights

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

In 2019-2020, we will continue many of our goals and actions begun in 2018-2019. Some key goals relate to continuing to update course materials and curriculum to be CCSS-aligned, as well as ensuring that all teachers have the skills and materials necessary to differentiate curriculum, provide effective interventions, and teach in a high quality, engaging manner that meets each student at his/her level. In this coming year, we will place even greater emphasis on ensuring students feel valued, safe and heard on our campus and that they each understand and strive for post-secondary plans that include college and career. And, finally, we will continue working with our families to ensure that their voices are heard and our schools are inclusive of all.

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

At Gateway High School, we have much to be proud of. We have had great progress in hiring and retaining a highly qualified teaching staff and providing ongoing professional development to increase their skills. As a school that focuses on helping students understand how they learn best and to be responsive to their needs, we believe that focusing on adult learning is equally important. As such we have many opportunities for teacher professional development and teacher leadership and coaching. We also have taken a proactive approach to recruiting and retaining teachers - focusing on adding new incentives and programs that help teachers feel supported and effective.

We have increased programs that link school and community - both in terms of expanding opportunities for students and in terms of partnering with families. Our students have become further involved in extracurriculars, and they feel connected to their school. In terms of working with families, we have seen increased parent participation in decision-making and increased partnership on behalf of our students.

Both our Graduation Rate and College/Career rates show our commitment to ensuring each student has a successful four years at our school and is ready for the next step.

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

As we review our LCFF Dashboard, we see that this year we had a modest decrease in suspensions, though this continues to be an area of focus for us. In our LCAP for the year ahead, we have included new and stronger goals related to sense of belonging, social-emotional supports, and alternatives to suspension. We are also moving to a MTSS approach that builds on and enriches our current RTI model.

This year, we saw drops in our students' achievement in both ELA and mathematics proficiency. Because students are only tested during their junior year at the high school level, we believe this was due to the extraordinary academic needs of the class tested. That being said, we are focusing on increasing expertise in differentiated curriculum and instruction, as well as our comprehensive and systematic efforts to track and respond to student achievement data.

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

The area in which we have the lowest overall performance as well as the biggest gap between subgroups is in Suspension Rate. This is a huge area of focus for us. As a school, we take a restorative approach to discipline in most cases. And, yet, we continue to work on ways to be more proactive about meeting students' social-emotional needs, as well as responding to students when they do not

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.

[Add text here]

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.

[Add text here]

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.

[Add text here]

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

Gateway will obtain the most up-to-date standards aligned materials that will prepare all students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: **X 1** ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Gateway will update 15% of remaining curriculum.	**15% of curriculum was updated.**

Actions / Services

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to review and acquire core and supplemental curricular/instructional materials, texts, software, etc. including materials for whole class instruction, tiered interventions, and targeted interventions	During our school-wide professional development meetings as well in in planning teams, we analyzed student achievement data and reviewed overall course objectives and materials. Through this process, we acquired new	Goal 1 total: $25,000	Goal 1 total: $9,000

	core and supplemental materials of many types.		

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 a leadership team and in departmental groups, we reviewed curriculum and other instructional materials to ensure they were aligned with standards, updated and sufficient for student needs. As needed, we acquired new core and supplemental curricular/instructional materials, texts, software, etc. including materials for whole class instruction, tiered interventions, and targeted interventions

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

We updated roughly 15% of our instructional materials this year. Additionally, 100% of students had sufficient and appropriate materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We utilized more online instructional materials than more costly textbook purchases.

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.

Goal 2

Struggling students, students with exceptional needs, and ELs will receive accommodations and differentiated curriculum to meet their needs in order to ensure they can access broad course load and curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 **X 7** ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Gateway will update 15% of remaining curriculum.	**15% of curriculum was updated.**

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue professional development and technical assistance for providing students with disabilities and those behind grade level with differentiated, tiered access to curriculum and instruction focusing on mastery	Both onsite and at workshops and conferences, we continued professional development aimed at ensuring all staff are skilled in terms of differentiating curriculum and instruction with a focus on student proficiency/mastery.	Goal 2 total: $298,000	Goal 2 total: $279,000

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invest in tools and facilitate professional development and professional learning communities that support delivering differentiated instruction for all students focusing on mastery	Both onsite and at workshops and conferences, we continued professional development aimed at ensuring all staff are proficient at differentiating curriculum and instruction. Additionally, we purchased tiered curriculum and other tools to support this work.		

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide strengthened targeted literacy intervention through small group instruction and work of Literacy Specialist.	Both in the classroom and in targeted intervention sessions, our Literacy Specialist provided student-specific support and instruction.		

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Through work of Lead Teachers, continue targeted professional development on the particular needs of low income students in mastering rigorous requirements of CCSS	Our Lead Teachers continued whole school professional development initiatives, as well as coaching sessions intended to increase staff skill in supporting low-income students.		

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure best practices for teaching English Language Development through work of Literacy Specialist and Learning Specialists	Our Literacy Specialist and Learning Specialists trained and supported our core teachers to improve their practices in teaching English Language Development.		

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.

Our school leadership was focused on the need to improve teaching conditions at Gateway, including access to a broad course of study, fostering empowered learners and citizens and supporting all students in meeting their potential. We focused on ensuring curriculum, instructional materials and instruction were differentiated appropriately to ensure all students can be successful. This required professional development, as well as the review and acquisition of new materials.

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

We continued our review and as a result we updated 15% of our materials to better meet this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 3

Gateway will hire and maintain a highly qualified faculty that will be appropriately assigned.

State and/or Local Priorities addressed by this goal:

State Priorities: **X 1** ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of core teachers are credentialed.	100% of core teachers credentialed

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase strategies and investments focused on attracting and retaining diverse, highly qualified teachers and leaders	Our faculty affairs committee and school leadership implemented new incentives and initiatives aimed at attracting and retaining qualified teachers.	Goal 3 total: $54,000	Goal 3 total: $56,000

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand professional learning opportunities to expand the capacity of	We supported several teachers to grow as instructional leaders and coaches in		

all staff to increase student achievement (e.g. new teacher support, coaching networks, observation and review program, school-wide and discipline specific professional development)	order to increase capacity of faculty across the school.		

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.

Attracting and retaining highly qualified teachers remains a challenge in our current economic environment in San Francisco, but we were focused across our entire organization on this goal. Our board-faculty committee, Faculty Affairs, took on this challenge in earnest, we implemented new strategies in hiring, and we created financial and professional development incentives.

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

As a result of our efforts, we were able to hire and retain a highly qualified staff, as well as increase the capacity of our instructional leaders and staff as a whole. 100% of our core teachers are credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 4

All relevant curriculum will be aligned to CCSS.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ **1 X** 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
We will update 15% of the remaining materials.	**15% of materials were updated.**

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 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide school staff professional development on CCSS standards and Next Generation Science Standards (English Language Arts, Math and Science)	Teachers across several departments attended workshops and professional development in the community to become better acquainted with the new standards. They also used paid planning time to update materials.	Goal 4 total: $46,000	Goal 4 total: $49,000

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Based on results of and feedback from first year of Smarter Balanced Assessment, revise professional development strategies and strategies for acquisition of new course materials.	In professional development, teachers analyzed the results of Smarter Balanced Assessment tests as well as internal benchmarks in order to understand student learning and pinpoint areas to grow and find new materials. Departmental professional development, as well as grade level teams, then used this information to plan new professional development and acquire appropriate course materials.		

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.

In order to continue truly aligning curriculum and instructional practices with CCSS, our entire faculty as well as curriculum teams analyzed test and benchmark data, reviewed course materials, gained skill in breaking down complicated tasks into smaller chunks, etc. We also updated core and supplemental materials across our school.

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

As a result of sustained effort and attention, we were able to update roughly 15% of our materials this year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

[Add text here]

Goal 5

Students at Gateway will demonstrate knowledge of college pathways, career pathways, and enrichment opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 **X 8**

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
85% of students on track for college as measured by gpa and coursework	Greater than 85% of students on track for college as measured by gpa and coursework
58% of students participating in co/extracurricular learning opportunities	Greater than 58% of students participating in co/extracurricular learning activities.

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 5.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strengthen Seminar courses (6th, 7th, 8th, 9th grades) to integrate college and	In our Seminar classes, we integrated college and career pathways so that	Goal 5 total: $444,000	Goal 5 total: $423,000

career pathways and advising more fully, including better utilizing the community and field trips	students could better set goals for their futures and understand what is out there.		

Action 5.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strengthen advisory program to integrate college and career pathways more fully	We expanded our advisory program to have an increased focus on college and career, especially by helping our students understand the links between what they are currently learning, the opportunities available to them in the community, and the requirements of college/career.		

Action 5.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase programs that create link between school and career such as job shadowing, internships, mentorships, speaker series, etc. especially focusing on STEM	Our Director of Partnerships and other key staff focused on increasing programs that link school and career by growing our career days and internship programs, our co-curriculars in STEM, our speaker series offerings, etc.		

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.

Our Director of Partnerships, advisory team, Seminar team, college counselors and other key staff worked together to strengthen programs across Gateway that ensure students understand the opportunities of college and career, as well as clear paths to get there.

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

As a result of our work on this goal, students are on the path to college and are committed to extra and co-curricular activities that build the connection between school and post-secondary opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 6

The percentage of students who demonstrate progress on literacy skills/demonstrate grade level proficiency will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 ☐ 2 ☐ 3 **X 4** ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
	ELA proficiency dropped to 3.3 points above standard.

Growth of at least 5 points for literacy on Smarter Balanced Assessment and/or local assessment	

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 6.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and strengthen school-wide literacy strategies and targeted reading interventions for students below grade level	Led by our Literacy Specialist and humanities team, our school wide reading strategies grew, and we strengthened interventions in our Learning Seminar classes as well as pull out interventions. We charted student growth through multiple measures, including F&P.	Goal 6 total: $132,000	Goal 6 total: $126,000

Action 6.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support students' literacy development in the Heritage Language program	In our Heritage Program, we supported the literacy development of our native Spanish speakers and those who have participated in bilingual programs.		

Action 6.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support teachers in transition to requirements of CCSS standards through professional development and	Through ongoing literacy professional development in our school and beyond, we have helped our teachers transition		

coaching as well as determine benchmarks and protocols	to the CCSS, especially the heavy emphasis on reading for understanding.		

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.

Through the work of our Literacy and Learning Specialists, as well as staff-wide professional development, we increased our capacity and focus on school-wide literacy. We provided direct instruction, interventions, targeted and differentiated instruction, etc. to ensure all students were achieving

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

As a result of our efforts, students' literacy improved on many internal measures. ELA proficiency on CAASPP dropped to 3.3 points above standard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 7

The percentage of students who demonstrate progress on math skills/demonstrate grade level proficiency will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 **X 4** ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Growth of at least 5 points in math proficiency on Smarter Balanced Assessment and/or local assessments	Math proficiency on CAASPP dropped to 60 points below standard.

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 7.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support teachers in transition to new math standards and courses through professional development and coaching including developing benchmarks	Gateway teachers worked in their departments and with community organizations to better access and understand the new standards, to align curriculum, and to create benchmarks.	Goal 7 total: $82,000	Goal 7 total: $85,000

Action 7.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to engage in Science, Technology,	Through clubs, new electives, and community partnerships we were able		

Engineering and Math activities both during the school day and beyond.	to add quite a few opportunities for students to engage deeper in STEM fields.			

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.

Both in the classroom and outside of it, we focused on helping build math skills and genuine interest in problem solving. We worked to ensure our teachers understand the demands of CCSS, as well as the best practices to benchmark student progress.

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

As a result of our efforts, students' number-sense, interest in math, and their proficiency increased as measured by multiple internal assessments. Math proficiency on CAASPP dropped to 60 points below standard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

[Add text here]

Goal 8

Parents view themselves as key components of the school's and students' success.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 **X 3** ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
40% of families participate in survey	Greater than 40% of families participate in survey
60% of families attend workshops and/or meetings	Greater than 60% of families attend workshops and/or meetings

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 8.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide increased interpretation for school events and materials in Spanish, Cantonese, Mandarin and other languages as needed	We increased our capacity for, and our practice of, providing interpretation for school events, including, in at least one instance, holding an entire meeting in a language other than English and translating to English.	Goal 8 total: $7,000	Goal 8 total: $10,000

Action 8.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand and deepen engagement and communication strategies to families, especially of historically marginalized students including workshops, seminars, etc. including through the use of technology	This year, we held a variety of new types of meetings and forums designed to further engage, involve and support families, especially of historically marginalized students. These include immigration rights forums, a political candidate forum, workshops for supporting mental health needs, and a workshop related to the impact of technology on students.		

Action 8.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Address particular communication and support needs for families of English Learners	Through our Latino Parent Outreach and other venues, we created new approaches for communicating with and supporting families of English Learners.		

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.

In order to ensure that parents view themselves as key components of our school's and student's success, we increased interpretation that was available at family events, as well as for materials that were sent home. We also held new types of events for our families that were aimed at ensuring they feel welcomed, valued, and safe in our school community, as well as ensuring they feel effective as partners on behalf of their students.

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

We took some positive steps forward this year in terms of families seeing themselves as partners. Due to the political environment, this was additionally important this year. We will continue this work in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 9

Students attend school regularly, consistently, and on time.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 **X 5** ☐ 6 ☐ 7 ☐ 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
ADA > 95%	ADA 95.4%

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 9.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Ensure regular, individual contact with high-risk students from attendance clerk, school supervisor, students support staff, counselor, etc.	Our Student Support Staff worked together to ensure regular contact with students at high risk of truancy and implemented new protocols and approaches.	Goal 9 total: $32,000	Goal 9 total: $38,000

Action 9.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop school-wide approaches for incentivizing arriving to class on time and rewarding positive behavior.	We implemented school-wide approaches, such as attendance raffles, Students of the Month, positive calls home, etc. to reward positive behavior and attendance.		

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.

Our Student Support Team prioritized student attendance and worked collaboratively to create new protocols, incentives, and supports related to attendance.

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

At Gateway High School, we achieved a 95.4% ADA thanks to a strong focus on incentives and accountability.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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.

Goal 10

Students demonstrate positive engagement in learning and student culture.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 **X 5 X 6** ☐ 7 ☐ 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
75% of students report feeling connected to school	Greater than 75% of students report feeling connected to school
5% suspension rate or lower	Suspension rate was 6%

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 10.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement restorative practices including providing training, case management and technical assistance to promote de-escalation	Gateway continued to implement restorative practices – including sending key staff to trainings and holding faculty-wide professional	Goal 10 total: $167,000	Goal 10 total: $182,000

strategies and alternatives to suspension at the classroom level	development on the practice. This was a major focus of our work this year.		

Action 10.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invest in school counselors, interns, and other partnerships in support of students' social-emotional needs	Gateway increased the number of interns and mental health partnerships at our school in order to provide more one-on-one and group support for our students.		

Analysis

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

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

This year, important parts of our professional development and school-wide initiatives focused on ensuring students' sense of safety and belonging at Gateway. This included increasing the mental health supports we offer as a school as well as increasing our capacity with restorative practices, trauma informed teaching, and our commitment to student agency.

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

This year, we saw a slight increase in suspension rates at our school; this is still an area of focus. We will continue to evaluate our practices, policies and services in order to reverse this trend.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted 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: **2019-2020**

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?

Gateway's stakeholders have been involved in the development of our LCAP in many ways. At Gateway, we see family involvement in their children's education as an ongoing priority, as well as a crucial means to receive feedback about our progress on both local and State priorities. Research has shown that parental involvement is the single most important ingredient to student success after socioeconomic status (Mayberry, 1990). Therefore, both because it is good practice and also specifically to develop this plan, parents and other stakeholders were involved in the following ways:
1. Regular, designated times and vehicles for parents to give feedback related to school and student progress including parent association meetings, drop-in appointments, conferences, SchoolPages, etc. The school has a standing parent association, the Gateway Parent Association that meets monthly.
2. Published list of differentiated opportunities for parental involvement, translated into Spanish and other languages as needed.
3. At least twice per year, teachers and families have the opportunity to meet collaboratively with students to review work and progress to-date. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format informed our direction and priorities at Gateway.
4. Special evening and weekend presentations and workshops for parents/guardians.
5. Gateway also conducts an annual family survey, an annual student survey and an annual staff survey. Many of the eight State priorities, such as academic achievement, school safety, and parental involvement are topics of the survey. We review this input annually, and it is central to the development of our LCAP.
6. A biweekly newsletter and a quarterly newsletter The Gate.
7. A multi-lingual phone tree to ensure that all families receive school communications.

These family involvement vehicles provide us with crucial feedback related to school success, inclusive policies and programs, and desires for change. On multiple occasions, we compiled feedback to be included in the LCAP. In others, we specifically addressed the State priorities and LCAP creation.

In order to develop our LCAP, Gateway and our stakeholders engaged in an inclusive and thorough review of both quantitative and qualitative data/metrics, especially in relation to state priorities and the development of our goals. This review took place at our monthly Gateway Parent Association meetings and School Site Council meetings as well as at our ongoing faculty meetings and Board of Trustees meetings.

Gateway's Parent Association, School Site Council and Board of Trustees are composed of broad cross-sections of the school community and community-at-large, including parents, teachers, administrators, professionals and community leaders, and is reflective of the ethnic diversity of the community. Broad community involvement makes sense for democratic and educational reasons: it enables voices to be heard, provides invaluable opportunities for learning, and makes it more likely that decisions will be fair, wise and supported.

Impact on LCAP and Annual Update

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

Stakeholder input provided us with many areas to focus on including Conditions of Learning, Pupil Outcomes, and Engagement, which included all eight state priorities. All of the stakeholders' input was considered along with our own school priorities, internal success metrics, charter, and WASC action plan when writing the LCAP. The following priorities were written into our LCAP.

Conditions of Learning
 Academic achievement of all students, including high achieving, EL, low income, IEP, and students of color
 Comprehensive system of support, interventions and differentiation targeted at multiple tiers of need.
 Commitment to ongoing growth
 Support of teachers throughout their career

Pupil Outcomes
 Safe and caring learning environments
 High expectations for all students, improved process of learning and growth mindset

Engagement
 Partnerships between school, home and community
 Activities that promote family engagement with the school and two-way communication
 Activities that support students' social/emotional development and sense of belonging

Activities that promote excellent student attendance, community building, and sense of belonging

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)

Changed

Goal 1

Gateway will recruit, support and retain highly qualified teachers who are focused on equitable outcomes for all students, create warm and inclusive learning environments, and are committed to ongoing professional growth.

State and/or Local Priorities addressed by this goal:

State Priorities: X1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Identified Need:

Our students need excellent educators who are well-trained and supported to use diverse teaching and learning strategies to teach common core standards, and to create engaging, challenging learning environments for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020
% of credentialed core teachers	95% of core teachers credentialed	95% of core teachers credentialed
Teacher reporting	75% of teachers report they "agree" on survey	Maintain >75% "agree" on survey questions related to attraction, retention and growth of teachers

	questions related to attraction, retention and growth of teachers	

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   1.1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<center>**OR**</center>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Modified		

2019-2020 Actions/Services

Increase strategies and investments focused on attracting and retaining diverse, highly qualified teachers and leaders in accordance with Gateway's Career Stages Model

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 1 total: $43,000		
Source			
Budget Reference			

Action   1.2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Modified		

2019-2020 Actions/Services

Deepen professional learning opportunities for all staff that focus on equitable outcomes and positive student engagement (e.g. new teacher support, coaching networks, observation and review program, school-wide and discipline specific professional development)

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

New

Goal 2

Gateway will improve the ways in which our facility supports our educational program and goals, as well as the health and well-being of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: X1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Identified Need:

In order to support students' individual needs, learning spaces need to include opportunities for small group meetings and/or confidentiality.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020
		Completion of new student meeting and advising spaces

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   **2.1**

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)

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New		

2019-2020 Actions/Services

Using feedback from our constituent groups, upgrade key spaces and facilities in order to better utilize facilities in support of our educational program and the health and well-being of our students.

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 2 total: $18,000		
Source			
Budget Reference			

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

Changed

Goal 3

Gateway will ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.

State and/or Local Priorities addressed by this goal:

State Priorities: **X 1 X** 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Identified Need:

Our students need excellent educators who are well-trained and supported to use diverse teaching and learning strategies to teach common core standards, and to create engaging, challenging learning environments for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020
Materials updated	100% sufficiency of instructional materials	Maintain 100% sufficiency of instructional materials
Professional Development Participation	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs

Planned Actions / Services

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

Action   3.1

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New

2019-2020 Actions/Services

Review, maintain and acquire core and supplemental curricular/instructional material, texts, software, etc. including materials for whole class instruction, tiered interventions, and targeted interventions that prioritize research-based strategies and culturally and linguistically responsive practices.

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 3 total: $60,000		
Source			
Budget Reference			

Action   3.2

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged

2019-2020 Actions/Services

Based on results of and feedback from Smarter Balanced Assessment, revise professional development strategies and strategies for acquisition of new course materials.

Budgeted Expenditures

Year	2019-2020		
Amount			

Source			
Budget Reference			

Action 3.3

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):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New

2019-2020 Actions/Services

Provide school staff professional development on CCSS standards, NGSS, and differentiated instruction/interventions

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Modified

Goal 4

In order to ensure all Gateway students achieve academic excellence and as a school we achieve equitable outcomes, Gateway will ensure all students receive standards-aligned instruction, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 X 7 ☐ 8

Local Priorities:

Identified Need:

Our students need programs and opportunities that ensure they graduate college ready and have life goals for career and beyond.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20

Professional Development Participation	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs	100% of core teachers and specialists will receive professional development and support for implementing standards and instruction aimed at specific student needs

Planned Actions / Services

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

Action 4.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged

2019-2020 Actions/Services

Continue professional development and technical assistance for providing students with disabilities and those behind grade level with differentiated, tiered access to curriculum and instruction focusing on mastery

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 4 total: $212,000		
Source			
Budget Reference			

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

Action   4.2

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):

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, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Unchanged

2019-2020 Actions/Services

Invest in tools and facilitate professional development and professional learning communities that support delivering differentiated instruction for all students focusing on mastery

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action   4.3

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)

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Unchanged

2019-2020 Actions/Services

Provide strengthened targeted literacy intervention through small group instruction and work of Literacy Specialist

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action   4.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<p align="center">**OR**</p>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged

2019-2020 Actions/Services

Through work of Lead Teachers, continue targeted professional development on the particular needs of low income students in mastering rigorous requirements of CCSS

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action   4.5

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Unchanged

2019-2020 Actions/Services

Ensure best practices for teaching English Language Development through work of Literacy Specialist and Learning Specialists

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			

Budget Reference			

New Goal

Goal 5

Gateway will examine multiple sources of student data in order to (1) identify struggling students early in their school career; (2) provide students with appropriate support, services, and interventions; and (3) examine and regularly address patterns and gaps among individual students and student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ **1** ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 **X 8**

Local Priorities:

Identified Need:

Our students need learning conditions that foster empowered learners and citizens and support all students in meeting their potential.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		
% on track to complete academic program	80% of students on track to complete academic program as measured by gpa and coursework	82% of students on track to complete academic program as measured by gpa and coursework		

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   5.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New

2019-2020 Actions/Services

Develop and maintain school-wide monitoring systems for student achievement and social/emotional progress including RTI team, MTSS, and Leadership Team data reviews, case management, etc.

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 5 total: $414,000		
Source			
Budget Reference			

Action 5.2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New

2019-2020 Actions/Services

Implement, support and communicate a coordinated system of effective academic and social/emotional interventions for students

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Modified Goal

Goal 6

Gateway will ensure a high level of literacy skills for all students through effective assessment, instruction and intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 **X 4** ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities: [List Local Priorities here]

Identified Need:

Our students need strong 21st Century literacy skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		

Growth on Smarter Balanced Assessment	3.3 points above standard	Increase ELA proficiency 3%		

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   6.1

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged		

2019-2020 Actions/Services

Develop and strengthen school-wide literacy strategies and targeted reading interventions for students below grade level		

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 6 total: $178,000		
Source			
Budget Reference			

Action   6.2

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):

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)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New

2019-2020 Actions/Services

Provide strengthened targeted literacy instruction for our most struggling readers through small group instruction and work of Literacy Specialist/Interventionist

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action **6.3**

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)

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: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020		
Unchanged		

2019-2020 Actions/Services

Support students' literacy development in the Heritage Language program		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action   6.4

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Unchanged		

2019-2020 Actions/Services

Support teachers in transition to requirements of CCSS standards through professional development and coaching as well as determine benchmarks and protocols		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Goal 7

Gateway will ensure a high level of mathematics skills for all students through effective assessment, instruction and intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 **X 4** ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Identified Need:

Our students need strong 21st Century math skills in order to continue through high school and college.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		
Growth on Smarter Balanced Assessments	60 points below standard	Increase math proficiency 3%		

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   7.1

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Modified		

2019-2020 Actions/Services

Support teachers in transition to new math standards and courses through professional development and coaching including developing benchmarks, differentiated instruction, and conceptual learning		

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 7 total: $124,000		
Source			

Budget Reference			

Action 7.2

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):

OR

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, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New		

2019-2020 Actions/Services

Provide strengthened targeted math intervention for our most struggling math students through small group instruction and work of Interventionist		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action 7.3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged		

2019-2020 Actions/Services

Increase opportunities for students to engage in Science, Technology, Engineering and Math activities both during the school day and beyond.		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Modified

Goal 8

Gateway will increase parent engagement and voice in our school.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 **X 3** ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities: [List Local Priorities here]

Identified Need:

Our families need to be engaged as integral parts of the school and learning process.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		
% participation in survey	40% of families participate in survey	42% of families participate in survey		
% attendance for workshops and/or meetings	60% of families attend workshops and/or meetings	62% of families attend workshops and/or meetings		

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   8.1

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)

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New		

2019-2020 Actions/Services

Provide professional development opportunities for educators on effectively engaging families around student learning and school culture.		

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 8 total: $46,000		
Source			
Budget Reference			

Action   8.2

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):

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020		
Modified		

2019-2020 Actions/Services

Provide increased access to interpretation and translation services to allow parents/guardians to participate fully in educational programs		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action   8.3

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged		

2019-2020 Actions/Services

Expand and deepen engagement and communication strategies to families, especially of historically marginalized students.		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Modified

Goal 9

Gateway will support regular and productive patterns of attendance for all students and will help students see the link between engagement in school and the future.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐3 ☐ 4 **X 5** ☐ 6 ☐ 7 ☐ 8

Local Priorities: [List Local Priorities here]

Identified Need:

Our students need programs and policies that support good behavioral decisions and habits as well as a sense of connectedness to school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		
ADA > 94.5%	ADA 95.4%	ADA > 95%		
Student survey	75% report feeling connected to school	>75% report feeling connected to school		

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 9.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020		
Unchanged		

2019-2020 Actions/Services

Ensure regular, individual contact with high-risk students from attendance clerk and other staff		

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 9 total: $363,000		
Source			
Budget Reference			

Action 9.2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged		

2019-2020 Actions/Services

Develop school-wide approaches for incentivizing arriving to class on time and rewarding positive behavior.		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Unchanged

Action   9.3

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

New		

2019-2020 Actions/Services

Provide resources to address chronic attendance concerns of students based on analysis of best practices and social and emotional learning guiding principles.		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

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

Unchanged

Action   9.4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">

OR

</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	9th grade

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Unchanged		

2019-2020 Actions/Services

Strengthen Seminar courses (6th, 7th, 8th, 9th grades) and advisory to integrate college and career pathways and advising more fully, including better utilizing the community and field trips		

Budgeted Expenditures

Year	2019-2020		2019-20
Amount			
Source			

Budget Reference			

Action 9.5

Students to be Served:

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

Location(s):

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

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2019-2020

Unchanged

2019-2020 Actions/Services

Increase programs that create link between school, individual interests and strengths, and career, such as job shadowing, internships, speaker series, etc. especially focusing on STEM

Budgeted Expenditures

Year	2019-2020		2019-20
Amount			
Source			
Budget Reference			

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

Modified Goal

Goal 10

Gateway will improve school climate and safety by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐3 ☐ 4 ☐ 5 **X 6** ☐ 7 ☐ 8

Local Priorities: [List Local Priorities here]

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020		

Student reporting	75% of students report feeling connected to school	>75% of students report feeling connected to school		
Student reporting	49% report having the tools to resolve conflict	>50% report having the tools to resolve conflict		
Suspension rate	6% suspension rate	<6% suspension rate		

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   **10.1**

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New		

2019-20 Actions/Services

Expand and deepen the implementation of research-based school-climate improvement plans (such as PBIS, restorative practices) to improve student behavior and reduce lost instructional time		

Budgeted Expenditures

Year	2019-2020		
Amount	Goal 10 total: $100,000		
Source			
Budget Reference			

Action   10.2

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):

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, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New		

2019-2020 Actions/Services

Refine research-based and culturally appropriate supports and interventions for students and families in order to build a sense of belonging and an inclusive culture		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action 10.3

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)

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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020		
New		

2019-2020 Actions/Services		
Provide on-site resources to address chronic behavior concerns of students based on analysis of best practices		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Action 10.4

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)

<div align="center">**OR**</div>

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, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

Modified		

2019-2020 Actions/Services

Invest in school counselors, interns and other partnerships in order to provide targeted social-emotional supports on a referral basis based upon an analysis of best practices and student needs.		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			

Budget Reference			

Action 10.5

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2019-2020

New		

2019-2020 Actions/Services

Develop and/or implement social-emotional learning programs for whole school and targeted high risk students		

Budgeted Expenditures

Year	2019-2020		
Amount			
Source			
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$402,000	8.82 %

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).

Learning and Literacy Specialists: Gateway's Learning and Literacy Specialists support students school-wide; however, their work is focused on and most effective in meeting the needs of our English learners and low income students. By providing targeted support and interventions, we are able to meet the previously unaddressed needs of these students.

College Counseling and Advisory Leadership: All students at Gateway participate in ongoing advising and college counseling. While there is clearly a benefit to all students, these programs are principally effective in meeting the needs of unduplicated students. Without access to these programs, low income and English learning students would not have access to and opportunity for high quality post-secondary options.

Professional development and coaching: Meeting the needs of low-income students and English learners requires teachers to develop new skills and practices. Our professional development program and coaching protocol focus on improving instructional practices to support unduplicated students.

Student Support and Counseling staff: There is much more to students' success in school and life than the quality of their teachers' instruction. We provide emotional support and counseling, attendance monitoring, restorative practices, family engagement, etc. through our Student Support and Counseling staff.

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

  o 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 district wide 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 district wide 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 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;
    C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
    D. The English learner reclassification rate;
    E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
    F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

   (A) enrolled less than 31 days

   (B) enrolled at least 31 days but did not attend at least one day

   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

   (i) are enrolled in a Non-Public School

   (ii) receive instruction through a home or hospital instructional setting

   (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

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

   (b) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

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

   (c) "High school graduation rate" shall be calculated as follows:

   (1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

   (i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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