

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Meetings LCAP plan and process shared with the board (March 20th, April 24th)</p> <p>Requests sent to parents for a focus group via Newsletter, PAG president and Room Parents in April and May</p>	<p>Served as a way to inform the board and seek input on the process proposed.</p> <p>Various forms of communication (beyond the board agenda and materials which are always public) were used to get the word out to</p>

PAG- Tuesday April 22nd (6-7 pm)
Coffee with the Principal- Friday May 2nd (8.30 am to 9.30 am)

parents to participate in the LCAP stakeholder engagement process.

PAG meeting and Coffee with the Principal: Served as ways to inform parents about the local control funding formula and it's link to LCAP; as a means to receive input from parents on the process outlined for stakeholder engagement; as a way to encourage further parent engagement through a focus group; and to stimulate conversation around school goals and state priorities.

Teacher PD- Friday May 2nd (from 1.30 to 3.30 pm)

Shared a background on LCAP as well as the first draft for section 1 with teachers. Teacher broke out into small groups to discuss the goals and the related proposed metrics. Teacher feedback was taken into account. For example, the English department shared concerns over using the MPO previously assigned to CSTs for SBAC. As a team we decided that establishing a baseline from CAASPP data and then determining suitable growth goals beyond that was more appropriate.

Focus Group- Monday 12th May (4-6 pm)

The focus group consisted of 5 parents. It was used to discuss school goals, metrics and related actions. Many comments and suggestions were made in all of these areas and some changes and additions resulted from these suggestions. For example, metrics around teacher credentialing were added and an action item around teachers not meeting expectations was added

Board Meeting 'public hearing' May 22nd

The draft LCAP will be posted on the school website and a google doc for comments will be available on the parent portal (as well as in paper form in the office) until June 5th, in order to gather feedback from all stakeholders

Follow up focus group and staff meetings scheduled for May 22nd to June 5th

An additional focus group meeting will be advertised and held between May 22nd and June 5th. Feedback will be posted and responded to before the June board meeting and final draft.

Board Approval June 19th

Final draft will be brought to YMCS board for approval on June 19th, 2014.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To increase the number of students who score proficient or above in their English Language SBAC assessment</p> <p>Metrics: SBAC</p> <p>Need: To increase the number of students who score proficient or above in their Math SBAC assessment</p>	<p><u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous college preparatory program through: Increasing the number of students who score proficient or above in their English Language SBAC assessment</p> <p>And Increasing the number of students who score</p>	<p>ELL students FRL students Foster Youth</p>	<p>ALL</p>	<p>Establish ELA proficiency baselines as measured by the CAASPP</p> <p>Establish Math proficiency baselines as measured by the CAASPP</p> <p>Establish Math and ELA below proficiency baselines as measured by the</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>100% of students</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>100% of students</p>	<p>Common Core Standards, Student Achievement, Other student outcomes</p>	

	<p>proficient or above in their Math SBAC assessment</p> <p>And</p> <p>Increasing the number of students who move from below proficient into proficient on Math and ELA SBAC</p>				<p>CAASPP</p> <p>100% of students have access to the appropriate CCSS textbooks for Math and English</p>	<p>have access to the appropriate CCSS textbooks for Math and English</p>	<p>have access to the appropriate CCSS textbooks for Math and English</p>	
<p>Need: To increase the number of students reaching end of grade benchmark goals in all 4 skill areas for Mandarin Chinese by the end of each grade</p> <p>Metrics: ELLOPA assessment and end of year report cards</p>	<p><u>Pupil Outcomes 2: Mandarin Chinese</u></p> <p>To graduate students with bilingual and 'biliterate' skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p>	ALL	ALL		<p>85% of students attaining benchmark goal in speaking and listening on ELLOPA</p>	<p>+ 2% growth on previous year</p>	<p>+ 2% growth on previous year</p>	<p>Other Student Outcomes, Student Achievement,</p>
<p>Need: To graduate engaged global citizens prepared for the 21st Century workplace</p> <p>Metrics: SBAC Science scores from 5th grade up and Report card grades for grade 4 down</p> <p>Metrics: Report Card grades for</p>	<p><u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u></p> <p>To graduate community minded, diligent learners with intellectual curiosity through:</p> <p>Students meeting the NGSS for their grade level</p> <p>Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion</p>	ALL	ALL		<p>55% of students meet NGSS appropriate to their grade level</p> <p>65% of students meet expectations or exceed expectations on Report Card for the school's four core values</p>	<p>+ 3% growth on previous year</p> <p>+ 5% growth on previous year</p>	<p>+ 3% growth on previous year</p> <p>+ 3% growth on previous year</p>	<p>Other Student Outcomes, Student Achievement,</p>

'Life Skills'	and wisdom							
<p>Need: For all students and staff to have a clean and healthy, physically and emotionally safe learning environment</p> <p>Metrics: Facility Maintenance Reports, Staff Survey, Staff Retention Rate, Student Survey, Suspension and Expulsion rates</p>	<p>Conditions of learning: For every student and member of staff to reach their full potential through providing equal access to programs and services through:</p> <p>All students having access to textbooks for instruction</p> <p>All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</p> <p>Being taught by a certified teacher whom receives proper training and professional development support</p>	ALL	ALL		<p>School Facility deemed to be in 'Good' or 'Exemplary' repair</p> <p>Staff Satisfaction measured through a Net Promoter Score (NPS) of 30</p> <p>Staff retention rate of 90%</p> <p>95% of students agree with the term 'Yu Ming is a good school'</p> <p>100% of teachers employed at the school to be working towards a full and cleared CA credential</p> <p>All preliminary credentialed teachers are to be enrolled in a BTSAs program</p> <p>4.7 All teachers and TAs will meet the requirement of 7 days of professional development training in addition to their</p>	<p>School Facility deemed to be in 'Good' or 'Exemplary' repair</p> <p>Staff Satisfaction measured through a Net Promoter Score (NPS) of 35</p> <p>Staff retention rate of 90%</p> <p>96% of students agree with the term 'Yu Ming is a good school'</p> <p>100% of teachers employed at the school to be working towards a full and cleared CA credential</p> <p>All preliminary credentialed teachers are to be enrolled in a BTSAs program</p> <p>4.7 All teachers and TAs will meet the requirement of 7 days of</p>	<p>School Facility deemed to be in 'Good' or 'Exemplary' repair</p> <p>Staff Satisfaction measured through a Net Promoter Score (NPS) of 40</p> <p>Staff retention rate of 90%</p> <p>97% of students agree with the term 'Yu Ming is a good school'</p> <p>100% of teachers employed at the school to be working towards a full and cleared CA credential</p> <p>All preliminary credentialed teachers are to be enrolled in a BTSAs program</p> <p>4.7 All teachers and TAs will meet the requirement of 7 days of professional development training in addition to their</p>	Course Access, Basic Services, School Climate,

					<p>annual days of teaching</p> <p>Maintain a suspension rate of 5% or lower</p> <p>Maintain an expulsion rate of 2% or less</p>	<p>professional development training in addition to their annual days of teaching</p> <p>Maintain a suspension rate of 5% or lower</p> <p>Maintain an expulsion rate of 2% or less</p>	<p>annual days of teaching</p> <p>Maintain a suspension rate of 5% or lower</p> <p>Maintain an expulsion rate of 2% or less</p>	
<p>Need: To have parents fully engaged as partners in their child's education</p> <p>Metrics: Participation in parent survey, % of parents meeting volunteer requirements, student survey, attendance rates, PAG meeting attendance</p>	<p><u>Engagement</u></p> <p>To have a highly engaged parent and student population fully invested in the school community and academic program through:</p> <p>Maintaining excellent attendance rates</p> <p>Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,</p> <p>Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates</p>	ALL	ALL		<p>Attendance rate of 97%</p> <p>Establish a baseline for PAG meeting attendance as % of parent population</p> <p>80% of parents complete the annual survey</p> <p>80% of parents fulfilling their volunteer requirement hours</p> <p>Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication</p>	<p>Attendance rate of 97.5%</p> <p>To be determined using 2014-2015 baseline data</p> <p>+3 % growth in completion</p> <p>80% of parents fulfilling their volunteer requirement hours</p> <p>To be determined using 2014-2015 baseline data</p>	<p>Attendance rate of 98%</p> <p>To be determined using 2014-2015 baseline data</p> <p>+ 3% growth in completion</p> <p>80% of parents fulfilling their volunteer requirement hours</p> <p>To be determined using 2014-2015 baseline data</p>	<p>School Climate, Student Engagement, Parental Involvement,</p>

					from the school			
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	School-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>Goal 1 <u>Pupil Outcomes</u> <u>1: Core subjects</u> To provide an academically rigorous college preparatory program through:</p> <p>Increasing the number of students who score proficient or above in their English Language SBAC assessment</p> <p>And</p> <p>Increasing the number of students who score proficient or above in their Math SBAC</p>	<ul style="list-style-type: none"> • Student Achievement • Common Core • Basic Services • Other Student Outcomes 	<p>1.1 Provide professional development opportunities to staff to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 Employ 1* PT and 1*FTE to cover English classes for K-2 (10%) instruction so that the teachers can both teach lessons and provide Reading Coach support to every student performing below grade level</p> <p>1.4 To develop and implement a rigorous early literacy program through developing common writing assignments that assess specific CCSS throughout the year across English and Mandarin</p> <p>1.5 To develop a sound</p>	<p>School-wide for all goals and actions that follow</p>		<p>1.1 Conferences and consultant for NGSS \$15,000</p> <p>1.2 Science and ELA materials \$20,000</p> <p>1.3 \$112,000</p> <p>1.4 Internally produced with support from consultant at approx. \$3,000</p> <p>1.5 Use of MAP at \$10/ student + training costs= \$4,500</p> <p>1.6 No direct cost</p> <p>1.7 provided for free by the EDCOE SELPA</p>	<p>1.1 Conferences and Science kit and Math curriculum training \$15,000</p> <p>1.2 Transition to new Math CCSS aligned materials. Cost approx. \$40,000 for life of adoption</p> <p>1.3 \$112,000</p> <p>1.4 No cost</p> <p>1.5 Use of MAP at \$10/ student + training costs= \$4,500</p> <p>1.6 No direct cost</p> <p>1.7 provided for free by the EDCOE SELPA</p>	<p>1.1 Conferences and Science kit and Math curriculum training \$15,000</p> <p>1.2 Continue to add ELA and new Math materials for new grades at approx. \$12,000 per year</p> <p>1.3 \$112,000</p> <p>1.4 No cost</p> <p>1.5 Use of MAP at \$10/ student + training costs= \$4,500</p> <p>1.6 No direct cost</p> <p>1.7 provided for free by the EDCOE SELPA</p>

assessment		<p>infrastructure for ongoing analysis of student performance and progress through use of technology such as NWEA’s online assessment for Math and English Measure of Academic Progress (MAP) to be used in combination with teacher developed assessments</p> <p>1.6 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration</p> <p>For Special Education Students:</p> <p>1.7 Provide training for Special Ed Coordinator on how to write a CCSS aligned IEP</p>					
<p>Goal 2 <u>Pupil Outcomes</u> <u>2: Mandarin Chinese</u> To graduate students with bilingual and ‘biliterate’ skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p>	<ul style="list-style-type: none"> Other Student Outcomes, Student Achievement 	<p>2.1 Hire a Director of Instruction for the Mandarin program who will design curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials, finding appropriate professional development opportunities and providing lesson observation and feedback</p> <p>2.2 Employ a Mandarin Literacy Specialist to run push in and pull out services to all students below and above grade level as well as to provide support to teachers by providing techniques and resources to enhance reading strategies</p> <p>2.3 Increase teacher pay to attract the best teachers from</p>			<p>2.1 to 2.3 \$215,000</p> <p>2.4 to 2.5 \$20,00</p> <p>2.6 \$3,500</p> <p>2.7 \$124,000</p> <p>2.8 No direct cost</p>	<p>2.1 to 2.3 \$215,000</p> <p>2.4 to 2.5 \$20,00</p> <p>2.6 \$3,500</p> <p>2.7 \$155,000</p> <p>2.8 No direct cost</p>	<p>2.1 to 2.3 \$215,000</p> <p>2.4 to 2.5 \$25,00</p> <p>2.6 \$3,500</p> <p>2.7 \$186,000</p> <p>2.8 No direct cost</p>

		<p>across the country with Mandarin immersion experience and curriculum design expertise/ qualifications</p> <p>2.4 Appoint Lead Teachers from existing staff for every two grade levels, so for example K-1st and 2nd-3rd and 4th-5th</p> <p>2.5 Appoint a Mandarin Assessment Coordinator from existing staff to coordinate assessment across all grade levels</p> <p>2.6 Continue to train teachers in how to prepare, administer and score the ELLOPA assessment through the Center for Applied Linguistics (CAL)</p> <p>2.7 Employ Teaching Assistants to assist with small group instruction and material preparation for class</p> <p>2.8 Continue to provide a HW club run by TAs for students identified as needing extra support with Mandarin</p>					
<p>Goal 3 <u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u> To graduate community minded, diligent learners with intellectual</p>	<ul style="list-style-type: none"> • Other Student Outcomes, • Student Achievement 	<p>3.1 Provide NGSS aligned instructional materials that teach Scientific practice as well as content to ensure for an experiential approach to Science</p> <p>3.2 Build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level</p>			<p>3.1 Costs included above in 1.2</p> <p>3.2 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.3 Approx. \$24,000 per year for 1 per</p>	<p>3.1 Costs included above in 1.2</p> <p>3.2 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.3 Approx. \$24,000 per year for 1 per</p>	<p>3.1 Costs included above in 1.2</p> <p>3.2 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.3 Approx. \$24,000 per year for 1 per</p>

<p>curiosity through:</p> <p>Students meeting the NGSS for their grade level</p> <p>Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion and wisdom</p>		<p>3.3 Increase the use of non-fiction materials for use in MLA and ELA using 'Time for Kids' in English and 'National Geographic for Kids' in Mandarin</p> <p>3.3 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence</p> <p>3.4 To implement Responsive Classroom school-wide and to send all teaching staff to the summer workshops</p> <p>3.5 To develop a student 'Conflict Resolution Unit' CRU with 4th and 3rd graders to help support younger students resolve conflict on the yard at recess</p> <p>3.5 To develop tools for teaching and measuring the school's 4 core values; resilience, moral reasoning, compassion and wisdom</p>			<p>child per month</p> <p>3.4 \$7,000</p> <p>3.5 Approx. \$2,000 to pay for a trained facilitator</p>	<p>child per month</p> <p>3.4 \$7,000</p> <p>3.5 Approx. \$2,000 to pay for a trained facilitator</p>	<p>child per month</p> <p>3.4 \$7,000</p> <p>3.5 Approx. \$2,000 to pay for a trained facilitator</p>
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<p>Goal 4 <u>Conditions of learning:</u> For every student and member of staff to reach their full potential through providing equal access to programs and services through:</p> <p>All students having access to textbooks for instruction</p> <p>All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</p> <p>Being taught by a certified teacher whom receives proper training and professional development support</p>	<ul style="list-style-type: none"> • Course Access • Basic Services • School Climate 	<p>4.1 The school Cultural Competence Committee ‘CCC’ will develop to be a parent and teacher organization with a clear sub committee structure that addresses core needs of the school from enrollment to curriculum to policy</p> <p>4.2 A comprehensive tiered intervention process will be adopted with clearly identified supports at each level from documents to staffing support</p> <p>4.3 Core team meetings will take place once a week with a minimum of one Counselor, Administrator and Teacher present at every meeting. Meetings focus on students experiencing either academic or social/ emotional challenges and strategies that can be used to support them</p> <p>4.4a A school Counselor will be hired 3 days per week to support students through conflict resolution in the moment and friendship groups</p> <p>4.4b A Special Education Coordinator will be hired 3 days per week to coordinate services for the school’s special education students</p> <p>4.4c A school nurse will be hired to support students with specific medical needs as well the broader student population</p>			<p>4.1 Approx.\$1,500 in consulting fees</p> <p>4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)</p> <p>4.3 As above</p> <p>4.4 a-c \$113,000</p> <p>4.5 Some summer retreat costs are absorbed in other categories. “Playworks” costs \$2,000</p> <p>4.6 No direct costs</p> <p>4.7 Approx. \$5,000 per year</p> <p>4.8 No direct cost</p> <p>4.9 No direct cost</p>	<p>4.1 No cost after initial implementation in 2014-2015</p> <p>4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)</p> <p>4.3 As above</p> <p>4.4 a-c \$135,248</p> <p>4.5 Some summer retreat costs are absorbed in other categories. “Playworks” costs \$2,000</p> <p>4.6 No direct costs</p> <p>4.7 Approx. \$5,000 per year</p> <p>4.8 No direct cost</p> <p>4.9 No direct cost</p>	<p>4.1 no cost after initial implementation in 2014-2015</p> <p>4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)</p> <p>4.3 As above</p> <p>4.4 a-c \$157,504</p> <p>4.5 Some summer retreat costs are absorbed in other categories. “Playworks” costs \$2,000</p> <p>4.6 No direct costs</p> <p>4.7 Approx. \$5,000 per year</p> <p>4.8 No direct cost</p> <p>4.9 No direct cos</p>
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		<p>4.5 A summer retreat to include onboarding for new members of staff including a day training from 'Playworks'</p> <p>4.6 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.7 For all members of staff at the school to attend Diversity Training through the school</p> <p>4.8 All teachers and TAs to receive annual performance evaluation based on a number of criteria including student performance and observation</p> <p>4.9 Adopt a rigorous teacher support and intervention plan for teachers not meeting expectations. Assign goals and a timeline for progress which if not met result in dismissal</p>					
<p>Goal 5 Engagement To have a highly engaged parent and student population fully invested in the school community and academic program through:</p> <p>Maintaining</p>	<ul style="list-style-type: none"> School Climate Student Engagement Parental Involvement, 	<p>5.1 The school and PAG, in partnership, will develop a plan to increase the number of parent education and training nights on i) supporting your child in an immersion program and ii) supporting your child's social and emotional development and iii) positive behavior management techniques for parents</p> <p>5.2 Develop a plan and a fixed calendar around parent</p>			<p>5.1 Cost for PAG meetings \$2,000</p> <p>5.2 No cost</p> <p>5.3 No cost</p>	<p>5.1 Cost for PAG meetings \$2,000</p> <p>5.2 No cost</p> <p>5.3 No cost</p>	<p>5.1 Cost for PAG meetings \$2,000</p> <p>5.2 No cost</p> <p>5.3 No cost</p>

<p>excellent attendance rates</p> <p>Having an active PAG community, high response rates in the annual Parent Survey and a higher percentage of parents fulfilling their 30 hour volunteer requirement</p>		<p>information events run by the school for parents such as coffee with the principal, town hall style meetings, back to school night</p> <p>5.3 Using information from the annual parent survey refine and make consistent communications from the school to parents</p>					
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

<p>Goal (Include and identify all goals from Section 2, if applicable)</p>	<p>Related State and Local Priorities (from Section 2)</p>	<p>Actions and Services</p>	<p>Level of Service (Indicate if school-wide or LEA-wide)</p>	<p>Annual Update: Review of actions/services</p>	<p>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</p>		
					<p>LCAP Year Year 1: 20XX-XX</p>	<p>Year 2: 20XX-XX</p>	<p>Year 3: 20XX-XX</p>
<p><u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous college preparatory program through:</p>	<ul style="list-style-type: none"> Student Achievement Common Core Basic Services 	<p>For low income pupils:</p> <p>Goal 1 English Reading Coach meets</p>	<p>School wide for all goals and</p>		<p>Goal 1</p> <p>Cost outlined above in 1.3</p>	<p>Goal 1</p> <p>Cost outlined above in 1.3</p>	<p>Goal 1</p> <p>Cost outlined above in 1.3</p>

<p>Increasing the number of students who score proficient or above in their English Language SBAC assessment &</p> <p>Increasing the number of students who score proficient or above in their Math SBAC assessment</p> <p><u>Pupil Outcomes 2: Mandarin Chinese</u> To graduate students with bilingual and ‘biliterate’ skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p> <p><u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u> To graduate community minded, diligent learners with intellectual curiosity through:</p> <p>Students meeting the NGSS for their grade level</p> <p>Students demonstrating annual growth in the school’s four core values; resilience, moral reasoning, compassion and wisdom</p> <p><u>Conditions of learning:</u> For every student and member of staff to reach their full potential through providing equal access to programs and services through:</p> <p>All students having access to textbooks for instruction</p>	<ul style="list-style-type: none"> • Other Student Outcomes • Other Student Outcomes • Student Achievement • Other Student Outcomes • Student Achievement • Course Access • Basic Services • School Climate 	<p>a minimum of once per week with all students performing below basic</p> <p>Goal 2 Mandarin Reading Coach meets a minimum of once per week with all students performing below basic</p> <p>HW club for all students identified as struggling to complete HW independently provided Tuesdays through Thursdays. HW club includes access to technology resources such as computers and software and the internet</p> <p>Goal 3 Identify and administer Social/Emotional assessments in order to target the needs of low income students.</p> <p>Provide explicit social/emotional instruction aligned with the school’s four core values</p> <p>Goal 4 Implement a positive behavioral intervention system (PBIS)</p> <p>Implement a Restorative</p>	<p>actions that follow</p>		<p>Goal 2 Cost outlined above in 2.1 to 2.3</p> <p>Goal 3 Approx. \$5,000</p> <p>Goal 4 Staff training associated with PBIS and Restorative Justice. Approximate cost \$2,000</p> <p>Goal 5 \$4,000</p>	<p>Goal 2 Cost outlined above in 2.1 to 2.3</p> <p>Goal 3 No cost</p> <p>Goal 4 Staff training associated with PBIS and Restorative Justice. Approximate cost \$2,000</p> <p>Goal 5 \$4,000</p>	<p>Goal 2 Cost outlined above in 2.1 to 2.3</p> <p>Goal 3 No cost</p> <p>Goal 4 Staff training associated with PBIS and Restorative Justice. Approximate cost \$2,000</p> <p>Goal 5 \$4,000</p>
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<p>All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</p> <p>Being taught by a certified teacher whom receives proper training and professional development support</p> <p><u>Engagement</u> To have a highly engaged parent and student population fully invested in the school community and academic program through:</p> <p>Maintaining excellent attendance rates</p> <p>Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,</p> <p>Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates</p>	<ul style="list-style-type: none"> • School Climate • Student Engagement • Parental Involvement 	<p>Justice Program including staff and student training</p> <p>Goal 5</p> <p>Provide resources for increased outreach efforts to low income families</p> <p>Provide training to families on how to support your child in Mandarin immersion and habits of high performing students</p>					
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<p><u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous college preparatory program through:</p> <p>Increasing the number of students who score proficient or above in their English Language SBAC assessment &</p> <p>Increasing the number of students who score proficient or above in their Math SBAC assessment</p> <p><u>Pupil Outcomes 2: Mandarin Chinese</u> To graduate students with bilingual and 'biliterate' skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p> <p><u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u> To graduate community minded, diligent learners with intellectual curiosity through:</p> <p>Students meeting the NGSS for their grade level</p> <p>Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion and wisdom</p> <p><u>Conditions of learning:</u> For every student and member of staff to reach their full potential through providing equal access to</p>	<p>As above</p>	<p>For English Learners:</p> <p>Goal 1</p> <p>Provide training to all English language staff on ELD learners in order to make CCSS accessible</p> <p>Provide bilingual Teaching Assistants</p> <p>Provide subscription to "Lexia" for all students below grade level for reading</p> <p>Goal 2</p> <p>Students receive 'work missed support' from homeroom teachers for times they are pulled out of MLA to be given extra English support</p> <p>Goal 3</p> <p>Provide culturally and linguistically relevant materials for students</p> <p>Goal 4</p> <p>Hire bilingual and multilingual staff</p> <p>Have materials for study in both Mandarin and English</p> <p>Goal 5</p> <p>Increase translation on</p>			<p>Goal 1</p> <p>Training costs approximately \$1,500, Lexia = \$37/ student so total would be approximately \$1,400</p> <p>Goal 2</p> <p>No direct cost</p> <p>Goal 3</p> <p>Approx. \$200/ grade level \$ 1,000</p> <p>Goal 4</p> <p>Included in the hiring goals for the school. No additional cost</p> <p>Goal 5</p> <p>Existing staff and parent volunteers used to translate school communications at no additional cost</p>	<p>Goal 1</p> <p>Training costs approximately \$1,500, Lexia = \$37/ student so total would be approximately \$1,790</p> <p>Goal 2</p> <p>No direct cost</p> <p>Goal 3</p> <p>Approx. \$200/ grade level \$ 1,000</p> <p>Goal 4</p> <p>Included in the hiring goals for the school. No additional cost</p> <p>Goal 5</p> <p>Existing staff and parent volunteers used to translate school communications at no additional cost</p>	<p>Goal 1</p> <p>Training costs approximately \$1,500, Lexia = \$37/ student so total would be approximately \$2,180</p> <p>Goal 2</p> <p>No direct cost</p> <p>Goal 3</p> <p>Approx. \$200/ grade level \$ 1,000</p> <p>Goal 4</p> <p>Included in the hiring goals for the school. No additional cost</p> <p>Goal 5</p> <p>Existing staff and parent volunteers used to translate school communications at no additional cost</p>
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<p>programs and services through:</p> <p>All students having access to textbooks for instruction</p> <p>All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</p> <p>Being taught by a certified teacher whom receives proper training and professional development support</p> <p><u>Engagement</u> To have a highly engaged parent and student population fully invested in the school community and academic program through:</p> <p>Maintaining excellent attendance rates</p> <p>Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,</p> <p>Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates</p>		<p>materials sent home by the school by 30%. Prioritize materials related to academics.</p> <p>Provide translation at school-wide meetings for Mandarin and where possible Cantonese too</p>					
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		<p>For foster youth:</p> <p><i>At this time the school has 0 foster youth</i></p>					
<p><u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous college preparatory program through:</p> <p>Increasing the number of students who score proficient or above in their English Language SBAC assessment &</p> <p>Increasing the number of students who score proficient or above in their Math SBAC assessment</p> <p><u>Pupil Outcomes 2: Mandarin Chinese</u> To graduate students with bilingual and 'biliterate' skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p> <p><u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u> To graduate community minded, diligent learners with intellectual curiosity through:</p> <p>Students meeting the NGSS for their grade level</p> <p>Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion and wisdom</p>	As above	<p>For re-designated fluent English proficient pupils:</p> <p>Goal 1</p> <p>Provide additional academic assessments and support for reclassified students who have not made adequate progress</p> <p>Goal 2</p> <p>As above</p> <p>Goal 3</p> <p>Provide 'scaffolded' materials the ensure Science curriculum is accessible</p> <p>Goal 4</p> <p>Raise academic concerns in weekly Core Team meetings for students not making adequate progress. Team makes recommendations for tracking and helps teacher develop a plan</p> <p>Goal 5</p> <p>Increase and improve parent communication around growth and progress expectations and ways to</p>			<p>Goal 1 No additional cost (use NWEA assessments and teacher developed assessments)</p> <p>Goal 2 As above</p> <p>Goal 3 No additional cost- teacher and TA responsibility</p> <p>Goal 4 No additional cost. Core Team meetings run by Special Ed Coordinator and Counselor</p> <p>Goal 5 No additional cost</p>	<p>Goal 1 No additional cost (use NWEA assessments and teacher developed assessments)</p> <p>Goal 2 As above</p> <p>Goal 3 No additional cost- teacher and TA responsibility</p> <p>Goal 4 No additional cost. Core Team meetings run by Special Ed Coordinator and Counselor</p> <p>Goal 5 No additional cost</p>	<p>Goal 1 No additional cost (use NWEA assessments and teacher developed assessments)</p> <p>Goal 2 As above</p> <p>Goal 3 No additional cost- teacher and TA responsibility</p> <p>Goal 4 No additional cost. Core Team meetings run by Special Ed Coordinator and Counselor</p> <p>Goal 5 No additional cost</p>

<p><u>Conditions of learning:</u> For every student and member of staff to reach their full potential through providing equal access to programs and services through:</p> <p>All students having access to textbooks for instruction</p> <p>All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</p> <p>Being taught by a certified teacher whom receives proper training and professional development support</p> <p><u>Engagement</u> To have a highly engaged parent and student population fully invested in the school community and academic program through:</p> <p>Maintaining excellent attendance rates</p> <p>Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,</p> <p>Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates</p>		provide support at home					
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- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Through the Local Control Accountability Plan, the School has identified areas of need with our low income, English Learner, and Foster Youth populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. With this plan, the School plans to spend \$23,720 additional supplemental monies on these students for the 14-15 school year. The School will be spending both supplemental as well as concentration funds in order to fund the activities and programs created for these students. Our low income, EL, and Foster populations will all receive additional, targeted support in the classroom from instructional aides hired with supplemental and concentration funds. The additional new staff will allow us to diagnose individual student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in math and English Language Arts. The School is below 55% for unduplicated students and will be spending its monies in a school-wide manner per the LCFF regulations

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For 2014-15 the MPP percent is 1.87% per the LCFF calculator. The 2014-15 percent was generated by 2013-14 expenditures which exceed EIA expenditures from the 2012-13 school year. This percentage is the benchmark with which we will measure our plan to increase or improves services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in section 3 part b we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The goals are the same as listed in Section 3 Part c and all exceed the MPP

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Student Achievement; Common Core Implementation; Other Student Outcomes; Basic Services; Course Access; School Climate; Parental Involvement; student engagement