

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

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

LEA Name

Camino Nuevo High #2

Contact Name and Title

Heather McManus
Chief Learning Officer

Email and Phone

Heather.Mcmanus@caminonuevo.org
(213) 417-3400 12

2017-20 Plan Summary

The Story

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

Camino Nuevo Charter Academy (CNCA) is a network of high-performing public charters schools located in the MacArthur Park Neighborhood of Los Angeles. CNCA utilizes a comprehensive approach to prepare students from preschool through high school for success in college and in life. We integrate academic rigor, community, family, and wellness to empower students to thrive in a culturally connected and changing world. The mission of CNCA is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. Camino Nuevo High School No. 2 (CNHS No. 2) is the flagship high school of the CNCA network

The underlying philosophy of CNHS No. 2 is that when underserved students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers.

CNHS No. 2 serves 465 students from grades 9-12. Approximately 97% of our students qualify for free or reduced meals, and approximately 96% of our student population is Hispanic/Latino. Our students reside in some of the most historically underserved areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, U.S., where the annual family income is among the lowest in the city.

Despite these economic and social disadvantages, our students are bucking the community trend with exceptional academic excellence, preparation for college, and civic engagement. The graduation rate for the class of 2015, the school's first graduating class, was 100%, with each of the graduates meeting A-G requirements. For the class of 2016, all 111 students also graduated, with 74% acceptance into a four-year college, 59% matriculating into a four-year college, 40% into a community college, and 1% entering the workforce. Additionally, CNHS No. 2 students are becoming youth leaders in the community through school-based clubs, service learning projects, and involvement in college-readiness programs.

Our school has been able to overcome many of the barriers to high achievement that plague historically underserved communities. We are committed to reducing and eventually eliminating these disparities through a rigorous academic program that builds upon the diverse strengths of all students, regardless of the challenges they may bring to school. Similarly, we maintain a shared commitment to do "whatever it takes" to ensure that our students successfully navigate the social obstacles that hinder academic achievement by involving families and working relentlessly to create success for all.

Similarly, the families of CNHS benefit from the many resources the school provides to defy neighborhood trends. Through parenting classes and workshops and partnerships with organizations providing mental/physical health care, immigrant support services, and even financial services, Camino families are gaining opportunity and social capital to help not only send their children to college, but improve their present quality of life as well.

LCAP Highlights

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

The key features of this year's LCAP include supporting subgroups, specifically English Language Learners, improving literacy and math skills school-wide, and strengthening our students' college readiness through CCSS implementation, A-G coursework access, 4-year college acceptances, and improving passage rates for Advanced Placement exams.

Review of Performance

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

According to our LCAP goals from last year, one of the greatest progress we have made has been our work with our English learners. Our reclassification rate increased from 20% in 2015-16 to 22.4 in 2016-17 and to 23.9 in 2017-2018. We've been able to do this by placing them in appropriately-leveled small ELD classes, having the same three ELD teachers teach consecutively for at least the past three years, and teachers being trained in and implementing Systematic ELD in their classes. We also give internal ELD benchmarks to track students' progress and provide collaboration time between ELD teachers to analyze data and plan targeted support for their students. We will continue these structures and ensure that all ELD teachers will be trained and receive support in learning the new assessment for ELLs that will replace CELDT.

Another one of our greatest accomplishments this year was creating intentional collaboration space for teachers across both Camino Nuevo High Schools to begin alignment work around our instructional frameworks. This is our first year of implementation of our new Literacy and Math Frameworks across both CNCA high schools.

Greatest Progress

While literacy has been a focus area for several years now, CNHS No. 2 has implemented a research-based literacy framework that is embedded into the core instruction across multiple disciplines including English, history, science, and art courses to ensure students are able to access complex text, engage in critical thinking and analysis and articulate their learning through speaking and writing. The literacy framework incorporates strategic vocabulary instruction, multiple ways to help students break down and analyze text, and writing. Professional development and planning and collaboration time amongst content-related teachers across both sites will continue to be provided for teachers to build capacity to improve reading levels and literacy skills amongst our students.

Additionally, some highlights this year from the math department are the implementation of College Preparatory Math (CPM) curriculum and focused professional development on the instructional practices of the CNCA high school math framework, which are aligned with Common Core instruction. They have been focused on the standards of math practices, in particular SMP 1: making sense of problems and persevering in solving them and SMP 3: constructing viable arguments and critiquing the reasoning of others. Students are taking on text heavy word problems and applying math to solve them. Students talk to each other about the problems and have confidence to struggle with them. The math classrooms on campus have transformed into classrooms where teachers are facilitating learning through open-ended questioning and students discuss the possible ways to approach a problem and evaluate each other's work.

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

Greatest Needs

Based on local performance indicators, one of our greatest needs is it continue to increase our SBA Math performance for 11th grade. We rolled out a new math curriculum that is CCSS-aligned where the instructional practices support the new CCSS math standards and mathematical practices. We hope to continue building capacity of our teachers through professional development and collaboration amongst math teachers and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement.

Another area of need is to continue to improve our reading levels for all students and our AP pass rate as two local college readiness indicators for our school. These needs will be addressed through continuous monitoring of progress of student reading levels, professional development for teachers, and focus on reading and writing across the curriculum.

Suspension rates have also increased from 2.3% in 2015-16 to 5% in 2016-17, but significantly higher for our subgroups, 8.3% for English Learners and 14.3% for Students with Disabilities. Implementing alternatives to suspension would be one way to decrease suspensions while also flagging and addressing students' academic, behavioral, and socio-emotional needs early on as prevention.

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

Performance Gaps

Suspension rates have also increased from 2.3% in 2015-16 to 5% in 2016-17, but significantly higher for our subgroups, 8.3% for English Learners and 14.3% for Students with Disabilities. Implementing alternatives to suspension would be one way to decrease suspensions while also flagging and addressing students' academic, behavioral, and socio-emotional needs early on as a preventive measure to decrease behavioral issues that may lead to suspensions. Many of the suspensions were related to drug possession and use on campus. As a result, a drug education curriculum has been purchased to provide appropriate lessons to students at each grade-level. Drug counseling is also required for at-risk students for additional support.

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

Increased or Improved Services

As stated previously, we will increase or improve services for the different student groups by improving math achievement in the SBA and improving reading levels to support college readiness.

Budget Summary

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

| DESCRIPTION | AMOUNT |
|---|-------------|
| Total General Fund Budget Expenditures for LCAP Year | \$6,729,831 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$1,525,610 |

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

The general funds budget expenditures specified above for the 2018-19 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include books and supplies, services and operating expenditures (e.g. utilities), and capital outlay. Indirect costs of \$802,059 are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Schools Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration, and in raising student achievement. This support is in the form of ongoing coaching and professional development and training.

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|---|-------------|
| Total Projected LCFF Revenues for LCAP Year | \$5,374,637 |
|---|-------------|

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|--|--|
| ELD Growth & Reclassification Rate | 2017-18 60% of ELLs will grow 1 ELD level or more based on CELDT performance 3% increase in reclassification rate from 16-17 baseline | CELDT data no longer available to due to change to new assessment (ELPAC) Reclassification Rate: 23.9% |
| Lexile (reading) levels | 2017-18 5% increase from 16-17 baseline (30%) | Need Data |
| Standards Proficiency in Math | 2017-18 All: 5% increase from 16-17 SBA performance data (23%) RFEP: 5% increase from 16-17 SBA performance data (29%) ELL: 5% increase from 16-17 SBA performance data (0%) SPED: 5% increase from 16-17 (17%) | Need data |
| Curriculum & Instructional Framework | 2017-18 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content | 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content |
| Highly Qualified Teachers | 2017-18 100% of teachers are appropriately assigned and fully credentialed in the subject areas | 100% of teachers are appropriately assigned and fully credentialed in the subject areas |

| | | |
|---------------------|--|------------------|
| AP Pass Rate | 2017-18 5% increase from 16-17 passage rate (22%) | Need Data |
|---------------------|--|------------------|

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Growth/Reclassification Rate: Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support</p> <ul style="list-style-type: none"> • ELD teachers • Systematic ELD curricular materials (kits) • Professional Development • Release time for ELD assessment, analysis and response • RSP support for students with IEPs <p>Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.</p> <ul style="list-style-type: none"> • CELDT/ELPAC preparation materials • Professional development on ELPAC & ELD standards • Family workshops <p>Provide targeted intervention for stagnant English Learners.</p> <ul style="list-style-type: none"> • ELD internal benchmark analysis to plan targeted intervention | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Growth/Reclassification Rate: Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support</p> <ul style="list-style-type: none"> • ELD teachers • Systematic ELD curricular materials (kits) • Professional Development • Release time for ELD assessment, analysis and response • RSP support for students with IEPs <p>Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.</p> <ul style="list-style-type: none"> • CELDT/ELPAC preparation materials • Professional development on ELPAC & ELD standards • Family workshops <p>Provide targeted intervention for stagnant English Learners.</p> <ul style="list-style-type: none"> • ELD internal benchmark analysis to plan targeted intervention | <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>PD/Planning Teacher Release Time - Substitues - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,000</p> <p>Student Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$20,000</p> <p>Other Supplies - Parent Mtgs, Campus - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Intervention Instruction - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$0</p> | <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>PD/Planning Teacher Release Time - Substitues - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,000</p> <p>Student Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$20,000</p> <p>Other Supplies - Parent Mtgs, Campus - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Intervention Instruction - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$4,510</p> |

Action 2

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| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level</p> <ul style="list-style-type: none"> • School-wide reading level assessments 3x/year • Time for analysis and planning for intervention teachers • PD for all teachers to support low readers in the classrooms • Online program to support literacy development • Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level</p> <ul style="list-style-type: none"> • School-wide reading level assessments 3x/year • Time for analysis and planning for intervention teachers • PD for all teachers to support low readers in the classrooms • Online program to support literacy development • Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) | <p>Books - 4000-4999 Books and Supplies - LCFF: \$7,500</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Intervention Instruction - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$0</p> | <p>Books - 4000-4999 Books and Supplies - LCFF: \$7,500</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Intervention Instruction - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$223,293</p> |
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Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of Common Core math standards</p> <ul style="list-style-type: none"> • Revise pacing plans, unit plans, and lesson plans • Standards & student data analysis to guide instruction aligned to CCSS • Training on curriculum and instructional framework for math • PD around best instructional practices including classroom | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of Common Core math standards</p> <ul style="list-style-type: none"> • Revise pacing plans, unit plans, and lesson plans • Standards & student data analysis to guide instruction aligned to CCSS • Training on curriculum and instructional framework for math • PD around best instructional practices including classroom | <p>Math Curriculum - 4000-4999 Books and Supplies - LCFF: \$49,133</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Student Computers - 6000-6999 Capital Outlay - LCFF: \$48,286</p> <p>Server - 6000-6999 Capital Outlay - LCFF: \$5,500</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$7,000</p> <p>Assistant Principal #2 - 1000-1999 Certificated Salaries - LCFF: \$87,725</p> <p>Assistant Principal #2 - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,931</p> <p>Professional Development</p> | <p>Math Curriculum - 4000-4999 Books and Supplies - LCFF: \$49,133</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Student Computers - 6000-6999 Capital Outlay - LCFF: \$48,286</p> <p>Server - 6000-6999 Capital Outlay - LCFF: \$5,500</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$7,000</p> <p>Assistant Principal #2 - 1000-1999 Certificated Salaries - LCFF: \$87,725</p> <p>Assistant Principal #2 - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,931</p> <p>Professional Development</p> |

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| <p>walkthroughs, reflection, and data analysis</p> <ul style="list-style-type: none"> Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement <p>Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class</p> <ul style="list-style-type: none"> Data management (e.g. Illuminate, Schoolzilla) PD for teachers <p>Maintain technology to be able to administer SBA assessments and interim assessments</p> <ul style="list-style-type: none"> Computers | <p>walkthroughs, reflection, and data analysis</p> <ul style="list-style-type: none"> Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement <p>Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class</p> <ul style="list-style-type: none"> Data management (e.g. Illuminate, Schoolzilla) PD for teachers <p>Maintain technology to be able to administer SBA assessments and interim assessments</p> <ul style="list-style-type: none"> Computers | <p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$0</p> | <p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$23,858</p> |
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Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Curriculum & Instructional Frameworks: PD for teachers and leaders on standards-aligned curriculum and instructional frameworks</p> <ul style="list-style-type: none"> Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks Train all teachers on school-wide instructional frameworks Training and release time for planning for consistent implementation of | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Curriculum & Instructional Frameworks: PD for teachers and leaders on standards-aligned curriculum and instructional frameworks</p> <ul style="list-style-type: none"> Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks Train all teachers on school-wide instructional frameworks Training and release time for planning for consistent implementation of | <p>Assistant Principal #1 - 1000-1999 Certificated Salaries - LCFF: \$87,725</p> <p>Assistant Principal #1 - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,931</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,200</p> <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> <p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$84,408</p> <p>Art Teacher - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,102</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses -</p> | <p>Assistant Principal #1 - 1000-1999 Certificated Salaries - LCFF: \$87,725</p> <p>Assistant Principal #1 - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,931</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,200</p> <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> <p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$84,408</p> <p>Art Teacher - Benefits - 3000-3999 Employee Benefits - LCFF: \$21,102</p> <p>PD/Planning Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses -</p> |

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| <p>standards-based grading</p> <ul style="list-style-type: none"> • PD for history and science teachers on new history common core standards and NGSS | <p>standards-based grading</p> <ul style="list-style-type: none"> • PD for history and science teachers on new history common core standards and NGSS | <p>LCFF: \$12,000 PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> | <p>LCFF: \$12,000 PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> |
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Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Highly Qualified Teachers: Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students</p> <p>All teachers will be highly qualified and maintain correct credentials.</p> | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Highly Qualified Teachers: Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students</p> <p>All teachers will be highly qualified and maintain correct credentials.</p> | | |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>AP Pass Rate: Support students to build the skills necessary for success in AP exams</p> <ul style="list-style-type: none"> • Literacy focus school-wide • Targeted support and intervention • AP-aligned curriculum in non-AP classes • Rigorous essential skills taught and assessed in non-AP classes to prepare for AP • Test prep | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>AP Pass Rate: Support students to build the skills necessary for success in AP exams</p> <ul style="list-style-type: none"> • Literacy focus school-wide • Targeted support and intervention • AP-aligned curriculum in non-AP classes • Rigorous essential skills taught and assessed in non-AP classes to prepare for AP • Test prep | <p>AP Textbooks - 4000-4999 Books and Supplies - LCFF: \$3,500</p> <p>Teacher Stipends - Summer Planning, AP, BCLAD, leadership - 1000-1999 Certificated Salaries - LCFF: \$21,000</p> <p>Student Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$15,000</p> | <p>AP Textbooks - 4000-4999 Books and Supplies - LCFF: \$3,500</p> <p>Teacher Stipends - Summer Planning, AP, BCLAD, leadership - 1000-1999 Certificated Salaries - LCFF: \$21,000</p> <p>Student Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$15,000</p> |

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| <p>PD for AP teachers</p> <ul style="list-style-type: none"> • Send AP teachers to AP institutes and conferences • Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis • Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement <p>Build a strong AP culture for investment from students and families</p> <ul style="list-style-type: none"> • AP assemblies • Awards • AP Fairs • Family meetings • Collaboration with middle schools | <p>PD for AP teachers</p> <ul style="list-style-type: none"> • Send AP teachers to AP institutes and conferences <p>Build a strong AP culture for investment from students and families</p> <ul style="list-style-type: none"> • AP assemblies • Awards • AP Fairs | | |
|--|--|--|--|

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 English Language Development program is a leveled class system where students are grouped according to their language development levels. The program has three dedicated teachers that provided instruction that is aligned to a Systematic ELD curriculum. The school uses internal ELD benchmarks and CELDT scores to track student progress. With this information teachers differentiate instruction to target language acquisition domains such as listening, speaking, reading, and writing. The school also uses data from the CELDT to place students in the correct ELD classes and to help teachers target long term English language learners language acquisition deficit area. This year, we have also incorporated a space for students with IEPs to practice their English language acquisition skills with an RSP teacher. During this time, students receive support with their language acquisition needs through the lens of each student's processing deficits. The team has determined students with IEPs that are also long term English language learners have yet to reclassify English fluent proficient due to the processing deficit in the language acquisition area they are struggling in. One of the leveled ELD classes for this school is for students with IEPs and is taught by an RSP teacher.

Camino Nuevo High School #2 also ensured that reading support was provided to all students that attended the school. Research indicates that reading levels are a key indicator for success in college. With this in mind, school leadership designed blocks of time during the school day to facilitate this goal. Additionally, our school rolled out a new literacy framework across all content areas with the exception of math to ensure a guaranteed and viable curriculum and to improve and strengthen our students' literacy skills.

In regards to math, a new curriculum was adopted and this year was the first year of implementation of College Preparatory Math. All teacher and student materials were purchased for our first year of implementation. Teachers attended CPM training throughout the school year and also visited classrooms to observe implementation of the new curriculum.

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

Overall, despite the fact that we had an increase in number of newcomers this year, we were able to create an ELD class specifically for our newcomers with 19 students to provide more strategic and focused support for these students. We also had a slight increase in our reclassification rate (from 22.4% to 23.9%). Because of data analysis, our newcomers also receive additional support in a language lab class for their core academic classes. These students will also be the focus of a Language Acquisition Team during the next school year.

In regards to our Lexile/Reading levels, the number of students who are reading at or above grade-level has increased minimally (18% in Q1 to 29% by Q3); however, by Q3, there was average growth of 85 Lexile points across the entire school, exceeding the expected growth of 35 Lexile points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material changes to the budget for this goal.

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.

None at this time.

Goal 2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|------------------------------|---|---------------|
| Attendance Rate | <p>2017-18 Decrease number of chronically truant students by 10% from 2016-17 (20%)</p> <p>Increase % of students with proficient attendance by 10% from 2016-17 (36%)</p> | Need Data |
| Suspension Rate | <p>2017-18 Maintain suspension rate at 1.5% or lower</p> | Need Data |
| Experiential Learning | <p>2017-18 Greater than 90%</p> | Need Data |
| Family Participation | <p>2017-18 5% increase from baseline of family attendance in workshops for families/parents (68%)</p> | Need EOY Data |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Develop support structures for struggling and/or disengaged students:</p> <ul style="list-style-type: none"> • Advisory (iConnect) classes/teachers • Check in with Dean of Culture • Community partnerships • Counselors • PD for teachers and staff on Positive Behavior Supports and Restorative Practices • School-wide community building activities • Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard) • School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior • SARB meetings for attendance/truancy | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Develop support structures for struggling and/or disengaged students:</p> <ul style="list-style-type: none"> • Advisory (iConnect) classes/teachers • Check in with Dean of Culture • Community partnerships • Counselors • PD for teachers and staff on Positive Behavior Supports and Restorative Practices • School-wide community building activities • Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard) • School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior • SARB meetings for attendance/truancy | <p>Dean of Culture - 1000-1999 Certificated Salaries - LCFF: \$71,070</p> <p>Dean of Culture - Benefits - 1000-1999 Certificated Salaries - LCFF: \$17,768</p> <p>Lead Counselor - 1000-1999 Certificated Salaries - LCFF: \$72,953</p> <p>Lead Counselor - Benefits - 3000-3999 Employee Benefits - LCFF: \$18,238</p> <p>College Counselor Assistant - 2000-2999 Classified Salaries - LCFF: \$28,160</p> <p>College Counselor Assistant - Benefits - 3000-3999 Employee Benefits - LCFF: \$7,040</p> <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p> <p>Experiential Learning - High Sierra Sophomore Trip - 5000-5999 Services and Other Operating Expenses - LCFF: \$13,000</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Tech Aide - 2000-2999 Classified Salaries - LCFF: \$17,700</p> <p>Tech Aide - Benefits - 3000-3999 Employee Benefits - LCFF: \$4,425</p> <p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,000</p> <p>Summer School - 1000-1999 Certificated Salaries - LCFF: \$24,000</p> | <p>Dean of Culture - 1000-1999 Certificated Salaries - LCFF: \$71,070</p> <p>Dean of Culture - Benefits - 1000-1999 Certificated Salaries - LCFF: \$17,768</p> <p>Lead Counselor - 1000-1999 Certificated Salaries - LCFF: \$72,953</p> <p>Lead Counselor - Benefits - 3000-3999 Employee Benefits - LCFF: \$18,238</p> <p>College Counselor Assistant - 2000-2999 Classified Salaries - LCFF: \$28,160</p> <p>College Counselor Assistant - Benefits - 3000-3999 Employee Benefits - LCFF: \$7,040</p> <p>PD Workshops - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p> <p>Experiential Learning - High Sierra Sophomore Trip - 5000-5999 Services and Other Operating Expenses - LCFF: \$13,000</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Tech Aide - 2000-2999 Classified Salaries - LCFF: \$17,700</p> <p>Tech Aide - Benefits - 3000-3999 Employee Benefits - LCFF: \$4,425</p> <p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,000</p> <p>Summer School - 1000-1999 Certificated Salaries - LCFF: \$24,000</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide supports and services to engage and partner with families:</p> <ul style="list-style-type: none"> • Workshops for families (topics include: health & wellness, academic support, attendance, social/emotional development, leadership, college knowledge, financial aid, etc.) • Technology to increase communication with families | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide supports and services to engage and partner with families:</p> <ul style="list-style-type: none"> • Workshops for families (topics include: health & wellness, academic support, attendance, social/emotional development, leadership, college knowledge, financial aid, etc.) • Technology to increase communication with families | <p>Operations Coord - 2000-2999 Classified Salaries - LCFF: \$53,581</p> <p>Operations Coord - Benefits - 3000-3999 Employee Benefits - LCFF: \$13,385</p> <p>Other - Parent Workshops, Supplies - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Paint Classrooms - 6000-6999 Capital Outlay - LCFF: \$45,310</p> <p>Security Cameras - 6000-6999 Capital Outlay - LCFF: \$11,910</p> | <p>Operations Coord - 2000-2999 Classified Salaries - LCFF: \$53,581</p> <p>Operations Coord - Benefits - 3000-3999 Employee Benefits - LCFF: \$13,385</p> <p>Other - Parent Workshops, Supplies - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Software - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Paint Classrooms - 6000-6999 Capital Outlay - LCFF: \$45,310</p> <p>Security Cameras - 6000-6999 Capital Outlay - LCFF: \$11,910</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide incentives for positive attendance, behavior, and growth:</p> <ul style="list-style-type: none"> Attendance incentives Incentives for score points (behavior tracking) Awards ceremony Field trips/activities | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide incentives for positive attendance, behavior, and growth:</p> <ul style="list-style-type: none"> Attendance incentives Awards ceremony Field trips/activities | <p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p> <p>Other Supplies - 4000-4999 Books and Supplies - LCFF: \$2,000</p> | <p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p> <p>Other Supplies - 4000-4999 Books and Supplies - LCFF: \$2,000</p> |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> | <p>Mental Health Therapist - 2000-2999 Classified Salaries - LCFF: \$28,000</p> <p>Mental Health Therapist -</p> | <p>Mental Health Therapist - 2000-2999 Classified Salaries - LCFF: \$28,000</p> <p>Mental Health Therapist -</p> |

| | | | |
|---|---|--|--|
| <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Utilize alternatives to suspensions</p> <ul style="list-style-type: none"> • Mental health counselors • Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution • Referrals to drug counseling • Community partnerships | <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Utilize alternatives to suspensions</p> <ul style="list-style-type: none"> • Mental health counselors • Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution • Referrals to drug counseling • Community partnerships | <p>Benefits - 3000-3999 Employee Benefits - LCFF: \$7,000</p> <p>Campus Aide - 2000-2999 Classified Salaries - LCFF: \$16,380</p> <p>Campus Aide - Benefits - 3000-3999 Employee Benefits - LCFF: \$4,095</p> <p>Security Guard - 2000-2999 Classified Salaries - LCFF: \$31,320</p> <p>Security Guard - Benefits - 3000-3999 Employee Benefits - LCFF: \$7,830</p> <p>College Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$41,000</p> <p>PD - National Equity Project - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p> | <p>Benefits - 3000-3999 Employee Benefits - LCFF: \$7,000</p> <p>Campus Aide - 2000-2999 Classified Salaries - LCFF: \$16,380</p> <p>Campus Aide - Benefits - 3000-3999 Employee Benefits - LCFF: \$4,095</p> <p>Security Guard - 2000-2999 Classified Salaries - LCFF: \$31,320</p> <p>Security Guard - Benefits - 3000-3999 Employee Benefits - LCFF: \$7,830</p> <p>College Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$41,000</p> <p>PD - National Equity Project - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p> |
|---|---|--|--|

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Offer after school enrichment opportunities on and off campus</p> <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Offer after school enrichment opportunities on and off campus</p> <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations | <p>Service Learning Trip - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,295</p> <p>Transportation Sports - 5000-5999 Services and Other Operating Expenses - LCFF: \$17,000</p> | <p>Service Learning Trip - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,295</p> <p>Transportation Sports - 5000-5999 Services and Other Operating Expenses - LCFF: \$17,000</p> |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> | <p>PSAT Testing Fee - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,844</p> | <p>PSAT Testing Fee - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,844</p> |

| | | | |
|--|--|---|---|
| <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Build more community partnerships to provide more opportunities during the school day</p> <ul style="list-style-type: none"> • Student mentoring (academic/college) • SAT Prep classes • Local community college | <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Build more community partnerships to provide more opportunities during the school day</p> <ul style="list-style-type: none"> • Student mentoring (academic/college) • SAT Prep classes • Local community college | <p>SAT Prep - 5000-5999 Services and Other Operating Expenses - LCFF: \$14,000</p> <p>College Counselor #2 - 2000-2999 Classified Salaries - LCFF: \$64,715</p> <p>College Counselor #2 - Benefits - 3000-3999 Employee Benefits - LCFF: \$16,179</p> | <p>SAT Prep - 5000-5999 Services and Other Operating Expenses - LCFF: \$14,000</p> <p>College Counselor #2 - 2000-2999 Classified Salaries - LCFF: \$64,715</p> <p>College Counselor #2 - Benefits - 3000-3999 Employee Benefits - LCFF: \$16,179</p> |
|--|--|---|---|

Analysis

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

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

Overall, the actions and services were implemented to support the goal. Restorative justice training was offered to all of our staff and restorative practices have been a huge part of how we handle any discipline issues. We've also engaged parents in series of workshops around various topics including health and wellness, academic support, technology skills, college knowledge, and more. The one area where we did not implement in a robust way this year was providing consistent incentives for attendance and behavior schoolwide. There were changes in membership of the team of teacher leaders and school leaders as well as new processes for attendance tracking to monitor student behavior/attendance and provide incentives which caused a learning curve for the group. Next year, this will be a focus area to ensure that all actions and services are implemented with fidelity.

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

100% of students have opportunities to see multiple colleges and universities throughout the school year. There has been a 50% increases in the number of student lead clubs related to academic and social activism.

Parents have attended college trips and community activism events.

ELL students were been able to engage in English language learning in the real work and practice the skills they have acquired in the classroom.

INCLUDE 17-18 SUSPENSION RATE at EOY

Parent participation rate has increased to **(INCLUDE EOY Parent Participation RATE)**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material changes

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.

None at this time.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Each Camino Nuevo Charter Academy (CNCA) school provides a number of forums in which parents, teachers, community members had opportunities to meaningfully engage in our LCAP development process. The team meets during the following dates:

08/11/17-Full Day Teacher Professional Development

04/27/17- SBC Meeting

05/01/18- May - Coffee with the Leadership

05/02/18 - Teacher Meeting

06/05/18- June- Coffee with the Leadership

06/06/18 - Teacher Meeting

Site-Based Council Meetings (Sept 2017-June 2018)

This monthly forums provide a forum for parents and teachers to offer input about the school's strengths and areas for growth and for site leaders to communicate regularly about school-wide programs. Stakeholders have been kept up to date on changes to the budget and initiatives to support student achievement.

Annual Parent and Teacher Survey (May/June 2018)

Parents and teachers complete anonymous surveys bi-annually which evaluate all elements of the school, including leadership, teachers, instructional program, student support services, and more. These surveys are processed and analyzed with the site leadership and Home Support Office Education Team. Based on these surveys, action plans are generated to make necessary changes in the school community.

LCFF Information and Input Meetings for all Stakeholders (April/May 2018)

Each Camino Nuevo school site conducted a LCFF workshop and gathered input from parents, teachers, and community members to include in the LCAP. To frame the present state of student achievement, various data points including assessment performance, college readiness rates, attendance reports, and discipline rates.

LCAP Feedback Meetings for all Stakeholders (June 2018)

The LCAP draft will be available for parents, teachers, and community members in June 2017. All Camino Nuevo Charter Academy schools will hold a feedback meeting to gather final input in early June before the plan is submitted to the CNCA Board of Directors.

The Board of Directors will vote to approve the adoption of the LCAP and 2018-2019 budget on June 12, 2018.

Impact on LCAP and Annual Update

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

After stakeholder input meetings, the following themes emerged:

- Supports for English Language Learners
- Developing Literacy Skills
- Implementation of Common Core Standards
- Improve College Access & College Readiness
- Improve Attendance

- Experiential Learning Opportunities
- Parent Engagement

This input informed our planning in each of the eight state priority areas. The leadership of Camino Nuevo High School #2 campus reflected this feedback to create concise actions, strategies and accountability measures in the LCAP to ensure student success.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Data included in the annual update indicate an ongoing need to focus on strengthening our academic program to ensure college access and college readiness for all students.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------------|--|--|--|--|
| ELD Growth & Reclassification Rate | 57% of ELLs grew 1 ELD level or more based on CELDT performance 22.4% Reclassification rate | CELDT data not available anymore 3% increase in reclassification rate from 16-17 baseline | 3% increase in reclassification rate from 17-18 | 3% increase in reclassification rate from 18-19 |
| Lexile (reading) Levels | 30% | 5% increase from 16-17 baseline | 5% increase from 17-18 | 5% increase from 18-19 |
| Standards Proficiency in Math | All: 23% RFEP: 29% ELL: 0% SPED: 17% | All: 5% increase from 16-17 SBA performance data RFEP: 5% increase from 16-17 SBA performance data ELL: 5% increase from 16-17 SBA performance data SPED: 5% increase from 16-17 SBA performance data | All: 5% increase from 17-18 SBA performance data RFEP: 5% increase from 17-18 SBA performance data ELL: 5% increase from 17-18 SBA performance data SPED: 5% increase from 17-18 SBA performance data | All: 5% increase from 18-19 SBA performance data RFEP: 5% increase from 18-19 SBA performance data ELL: 5% increase from 18-19 SBA performance data SPED: 5% increase from 18-19 SBA performance data |
| Curriculum & Instructional Framework | 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content | 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content | 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content | 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content |

| | | | | |
|---------------------------|--|---|---|---|
| Highly Qualified Teachers | 96% of teachers are appropriately assigned and fully credentialed in the subject areas | 100% of teachers are appropriately assigned and fully credentialed in the subject areas | 100% of teachers are appropriately assigned and fully credentialed in the subject areas | 100% of teachers are appropriately assigned and fully credentialed in the subject areas |
| AP Pass Rate | 22% | 5% increase from 16-17 passage rate | 5% increase from 17-18 passage rate | 5% increase from 18-19 passage rate |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

ELD Growth/Reclassification Rate:
Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support

- ELD teachers
- Systematic ELD curricular materials (kits)
- Professional Development
- Release time for ELD assessment, analysis and response
- RSP support for students with IEPs

Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.

- CELDT/ELPAC preparation materials
- Professional development on ELPAC & ELD standards
- Family workshops

ELD Growth/Reclassification Rate:
Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support

- ELD teachers
- Systematic ELD curricular materials (kits)
- Professional Development
- Release time for ELD assessment, analysis and response
- RSP support for students with IEPs

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- CELDT/ELPAC preparation materials
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ELD Growth/Reclassification Rate:
Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support

- ELD teachers
- Systematic ELD curricular materials (kits)
- Professional Development
- Release time for ELD assessment, analysis and response
- RSP support for students with IEPs

Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.

- CELDT/ELPAC preparation materials
- Professional development on ELPAC & ELD standards

| | | |
|--|--|--|
| Provide targeted intervention for stagnant English Learners. <ul style="list-style-type: none"> • ELD internal benchmark analysis to plan targeted intervention | <ul style="list-style-type: none"> • Family workshops Provide targeted intervention for stagnant English Learners and Newcomers <ul style="list-style-type: none"> • ELD internal benchmark analysis to plan targeted intervention | <ul style="list-style-type: none"> • Family workshops Provide targeted intervention for stagnant English Learners and Newcomers <ul style="list-style-type: none"> • ELD internal benchmark analysis to plan targeted intervention |
|--|--|--|

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$10,000 | \$10,000 | \$10,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$9,000 | \$9,000 | \$9,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Release Time | Services and Other Operating Expenses; Release Time | Services and Other Operating Expenses; Release Time |
| Amount | \$20,000 | \$20,000 | \$20,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Student Materials | Books and Supplies; Student Materials | Books and Supplies; Student Materials |
| Amount | \$0 | \$4,510 | \$4,510 |
| Source | Federal Revenues - Title III | Federal Revenues - Title III | Federal Revenues - Title III |
| Budget Reference | Classified Salaries; Intervention Instruction | Classified Salaries; Intervention Instruction | Classified Salaries; Intervention Instruction |

Action 2

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| <p>Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level</p> <ul style="list-style-type: none"> • School-wide reading level assessments 3x/year • Time for analysis and planning for intervention teachers • PD for all teachers to support low readers in the classrooms • Online program to support literacy development • Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| <p>Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level</p> <ul style="list-style-type: none"> • School-wide reading level assessments 3x/year • Time for analysis and planning for intervention teachers • PD for all teachers to support low readers in the classrooms • Online program to support literacy development • Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| <p>Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level</p> <ul style="list-style-type: none"> • School-wide reading level assessments 3x/year • Time for analysis and planning for intervention teachers • PD for all teachers to support low readers in the classrooms • Online program to support literacy development • Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) |

Budgeted Expenditures

2017-18

2018-19

2019-20

| | | | |
|------------------|--|--|--|
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software |
| Amount | \$49,133 | \$49,133 | \$49,133 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Textbooks | Books and Supplies; Textbooks | Books and Supplies; Textbooks |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software |
| Amount | \$48,286 | \$48,286 | \$48,286 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Capital Outlay; Equipment | Capital Outlay; Equipment | Capital Outlay; Equipment |
| Amount | \$5,500 | \$5,500 | \$5,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Capital Outlay; Equipment - technology | Capital Outlay; Equipment - technology | Capital Outlay; Equipment - technology |
| Amount | \$0 | \$223,293 | \$223,293 |
| Source | Federal Revenues - Title I | Federal Revenues - Title I | Federal Revenues - Title I |
| Budget Reference | Certificated Salaries; Intervention Instruction | Certificated Salaries; Intervention Instruction | Certificated Salaries; Intervention Instruction |

Action 3

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action |
|--|
| <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS</p> <ul style="list-style-type: none"> • Revise pacing plans, unit plans, and lesson plans • Standards & student data analysis to guide instruction aligned to CCSS • Training on curriculum and instructional framework for math • PD around best instructional practices including classroom walkthroughs, reflection, and data analysis • Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action |
|--|
| <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS</p> <ul style="list-style-type: none"> • Revise pacing plans, unit plans, and lesson plans • Standards & student data analysis to guide instruction aligned to CCSS • Training on curriculum and instructional framework for math • PD around best instructional practices including classroom walkthroughs, reflection, and data analysis • Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action |
|--|
| <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS</p> <ul style="list-style-type: none"> • Revise pacing plans, unit plans, and lesson plans • Standards & student data analysis to guide instruction aligned to CCSS • Training on curriculum and instructional framework for math • PD around best instructional practices including classroom walkthroughs, reflection, and data analysis • Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student |

| | | |
|---|---|---|
| achievement | achievement | achievement |
| Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class <ul style="list-style-type: none"> Data management (e.g. Illuminate, Schoolzilla) PD for teachers Maintain technology to be able to administer SBA assessments and interim assessments <ul style="list-style-type: none"> Computers | Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class <ul style="list-style-type: none"> Data management (e.g. Illuminate, Schoolzilla) PD for teachers Maintain technology to be able to administer SBA assessments and interim assessments <ul style="list-style-type: none"> Computers | Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class <ul style="list-style-type: none"> Data management (e.g. Illuminate, Schoolzilla) PD for teachers Maintain technology to be able to administer SBA assessments and interim assessments <ul style="list-style-type: none"> Computers |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$7,000 | \$7,000 | \$7,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$87,725 | \$87,725 | \$87,725 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; AP #1 | Certificated Salaries; AP #1 | Certificated Salaries; AP #1 |
| Amount | \$21,931 | \$21,931 | \$21,931 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; AP #1 - Benefits | Employee Benefits; AP #1 - Benefits | Employee Benefits; AP #1 - Benefits |
| Amount | \$2,500 | \$2,500 | \$2,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$87,725 | \$87,725 | \$87,725 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; AP #2 | Certificated Salaries; AP #2 | Certificated Salaries; AP #2 |
| Amount | \$21,931 | \$21,931 | \$21,931 |

| | | | |
|------------------|---|---|---|
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; AP#2 - Benefits | Employee Benefits; AP#2 - Benefits | Employee Benefits; AP#2 - Benefits |
| Amount | \$45,310 | \$45,310 | \$45,310 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Capital Outlay; Building Imprvments | Capital Outlay; Building Imprvments | Capital Outlay; Building Imprvments |
| Amount | \$11,910 | \$11,910 | \$11,910 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Capital Outlay; Security | Capital Outlay; Security | Capital Outlay; Security |
| Amount | \$84,408 | \$84,408 | \$84,408 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Art Teacher | Certificated Salaries; Art Teacher | Certificated Salaries; Art Teacher |
| Amount | \$21,102 | \$21,102 | \$21,102 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Art Teacher - Benefits | Employee Benefits; Art Teacher - Benefits | Employee Benefits; Art Teacher - Benefits |
| Amount | \$12,000 | \$12,000 | \$12,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$10,000 | \$10,000 | \$10,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$0 | \$23,858 | \$23,858 |
| Source | Federal Revenues - Title II | Federal Revenues - Title II | Federal Revenues - Title II |
| Budget Reference | Services and Other Operating Expenses; Professional Development | Services and Other Operating Expenses; Professional Development | Services and Other Operating Expenses; Professional Development |

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Curriculum & Instructional Frameworks:

PD for teachers and leaders on standards-aligned curriculum and instructional frameworks

- Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks
- Train all teachers on school-wide instructional frameworks
- Training and release time for planning for consistent implementation of standards-based grading
- PD for history and science teachers on new history common core standards and NGSS

Curriculum & Instructional Frameworks:

PD for teachers and leaders on standards-aligned curriculum and instructional frameworks

- Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks
- Train all teachers on school-wide instructional frameworks
- Training and release time for planning for consistent implementation of standards-based grading
- PD for history and science teachers on new history common core standards and NGSS

Curriculum & Instructional Frameworks:

PD for teachers and leaders on standards-aligned curriculum and instructional frameworks

- Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks
- Train all teachers on school-wide instructional frameworks
- Training and release time for planning for consistent implementation of standards-based grading
- PD for history and science teachers on new history common core standards and NGSS

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$3,500 | \$3,500 | \$3,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Textbooks | Books and Supplies; Textbooks | Books and Supplies; Textbooks |
| Amount | \$21,000 | \$21,000 | \$21,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Stipends | Certificated Salaries; Stipends | Certificated Salaries; Stipends |
| Amount | \$15,000 | \$15,000 | \$15,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Student Materials | Books and Supplies; Student Materials | Books and Supplies; Student Materials |

Action 5

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

Students to be Served:

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

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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Highly Qualified Teachers:

Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students

All teachers will be highly qualified and maintain correct credentials.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Highly Qualified Teachers:

Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students

All teachers will be highly qualified and maintain correct credentials.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Highly Qualified Teachers:

Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students

All teachers will be highly qualified and maintain correct credentials.

Action 6

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

AP Pass Rate:

Support students to build the skills necessary for success in AP exams

- Literacy focus school-wide
- Targeted support and intervention
- AP-aligned curriculum in non-AP classes
- Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
- Test prep

PD for AP teachers

- Send AP teachers to AP institutes and conferences
- Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that

AP Pass Rate:

Support students to build the skills necessary for success in AP exams

- Literacy focus school-wide
- Targeted support and intervention
- AP-aligned curriculum in non-AP classes
- Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
- Test prep

PD for AP teachers

- Send AP teachers to AP institutes and conferences
- Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that

AP Pass Rate:

Support students to build the skills necessary for success in AP exams

- Literacy focus school-wide
- Targeted support and intervention
- AP-aligned curriculum in non-AP classes
- Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
- Test prep

PD for AP teachers

- Send AP teachers to AP institutes and conferences
- Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that

| | | |
|---|---|---|
| <p>will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement</p> | <p>will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement</p> | <p>will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement</p> |
| <p>Build a strong AP culture for investment from students and families</p> <ul style="list-style-type: none"> • AP assemblies • Awards • AP Fairs • Family meetings | <p>Build a strong AP culture for investment from students and families</p> <ul style="list-style-type: none"> • AP assemblies • Awards • AP Fairs • Family meetings | <p>Build a strong AP culture for investment from students and families</p> <ul style="list-style-type: none"> • AP assemblies • Awards • AP Fairs • Family meetings |
| <p>Collaboration with middle schools</p> | <p>Collaboration with middle schools</p> | <p>Collaboration with middle schools</p> |

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

Modified Goal

Goal 2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

This goal was created due to our data as included in the annual update as well as from stakeholder feedback.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------|--|---|---|---|
| Attendance Rate | % of Chronically Truant/Absent Students for 2016-17: 20% % of students with Proficient attendance in 2016-17: 36% | Decrease number of chronically truant students by 10% from 2016-17 Increase % of students with proficient attendance by 10% from 2016-17 | Decrease number of chronically truant students by 10% from 2017-18 Increase % of students with proficient attendance by 10% from 2017-18 | Decrease number of chronically truant students by 10% from 2018-19 Increase % of students with proficient attendance by 10% from 2018-19 |
| Suspension Rate | 2016-17 4.1% suspension rate 2015-16: 2.3% suspension rate | Maintain suspension rate at 1.5% or lower | Maintain suspension rate at 1.5% or lower | Maintain suspension rate at 1.5% or lower |
| Experiential Learning | 100% of students participating in experiential learning & internships | Greater than 90% | Greater than 90% | Greater than 90% |
| Family Participation | 68% of Parent Participation Rate | 5% increase from baseline of family attendance in workshops for families/parents | 5% increase from 2017-18 of family attendance in workshops for families/parents | 5% increase from 2018-19 of family attendance in workshops for families/parents |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Develop support structures for struggling and/or disengaged students:

- Advisory (iConnect) classes/teachers
- Check in with Dean of Culture
- Community partnerships
- Counselors
- PD for teachers and staff on Positive Behavior Supports and Restorative Practices
- School-wide community building activities
- Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard)
- School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior
- SARB meetings for attendance/truancy

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Develop support structures for struggling and/or disengaged students:

- Advisory (iConnect) classes/teachers
- Check in with Dean of Culture
- Community partnerships
- Counselors
- PD for teachers and staff on Positive Behavior Supports and Restorative Practices
- School-wide community building activities
- Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard)
- School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior
- SARB meetings for attendance/truancy

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Develop support structures for struggling and/or disengaged students:

- Advisory (iConnect) classes/teachers
- Check in with Dean of Culture
- Community partnerships
- Counselors
- PD for teachers and staff on Positive Behavior Supports and Restorative Practices
- School-wide community building activities
- Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard)
- School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior
- SARB meetings for attendance/truancy

| | | |
|--|--|--|
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|--|--|--|

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$71,070 | \$71,070 | \$71,070 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Dean of Culture | Certificated Salaries; Dean of Culture | Certificated Salaries; Dean of Culture |
| Amount | \$17,767 | \$17,767 | \$17,767 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Dean of Culture - Benefits | Employee Benefits; Dean of Culture - Benefits | Employee Benefits; Dean of Culture - Benefits |
| Amount | \$72,953 | \$72,953 | \$72,953 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Lead Counselor | Certificated Salaries; Lead Counselor | Certificated Salaries; Lead Counselor |
| Amount | \$18,239 | \$18,239 | \$18,239 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Lead Counselor - Benefits | Employee Benefits; Lead Counselor - Benefits | Employee Benefits; Lead Counselor - Benefits |
| Amount | \$28,160 | \$28,160 | \$28,160 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; College Counselor Asst | Classified Salaries; College Counselor Asst | Classified Salaries; College Counselor Asst |
| Amount | \$7,040 | \$7,040 | \$7,040 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; College Counselor Asst | Employee Benefits; College Counselor Asst | Employee Benefits; College Counselor Asst |
| Amount | \$20,000 | \$20,000 | \$20,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |
| Amount | \$13,000 | \$13,000 | \$13,000 |
| Source | LCFF | LCFF | LCFF |

| | | | |
|------------------|---|---|---|
| Budget Reference | Services and Other Operating Expenses; Sophmore Trip | Services and Other Operating Expenses; Sophmore Trip | Services and Other Operating Expenses; Sophmore Trip |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software |
| Amount | \$17,700 | \$17,700 | \$17,700 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; Tech Aide | Classified Salaries; Tech Aide | Classified Salaries; Tech Aide |
| Amount | \$4,425 | \$4,425 | \$4,425 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Tech Aide - Benefits | Employee Benefits; Tech Aide - Benefits | Employee Benefits; Tech Aide - Benefits |
| Amount | \$6,000 | \$6,000 | \$6,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Field Trips | Services and Other Operating Expenses; Field Trips | Services and Other Operating Expenses; Field Trips |
| Amount | \$24,000 | \$24,000 | \$24,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Summer School | Certificated Salaries; Summer School | Certificated Salaries; Summer School |

Action 2

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action |
|---|
| Provide supports and services to engage and partner with families: <ul style="list-style-type: none"> Workshops for families (topics include: health & wellness, academic support, attendance, social/emotional development, leadership, college knowledge, financial aid, etc.) Technology to increase communication with families |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action |
|---|
| Provide incentives for positive attendance, behavior, and growth: <ul style="list-style-type: none"> Attendance incentives Incentives for score points (behavior tracking) Awards ceremony Field trips/activities Utilize alternatives to suspensions <ul style="list-style-type: none"> Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution Referrals to drug counseling Community partnerships Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations Build more community partnerships to |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action |
|---|
| Provide incentives for positive attendance, behavior, and growth: <ul style="list-style-type: none"> Attendance incentives Incentives for score points (behavior tracking) Awards ceremony Field trips/activities Utilize alternatives to suspensions <ul style="list-style-type: none"> Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution Referrals to drug counseling Community partnerships Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations Build more community partnerships to |

| | | |
|--|--|--|
| | provide more opportunities during the school day <ul style="list-style-type: none"> • Student mentoring (academic/college) • SAT Prep classes • Local community college | provide more opportunities during the school day <ul style="list-style-type: none"> • Student mentoring (academic/college) • SAT Prep classes • Local community college |
|--|--|--|

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$53,581 | \$53,581 | \$53,581 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; Operations Coord | Classified Salaries; Operations Coord | Classified Salaries; Operations Coord |
| Amount | \$13,395 | \$13,395 | \$13,395 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Operations Coord - Benefits | Employee Benefits; Operations Coord - Benefits | Employee Benefits; Operations Coord - Benefits |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Other Supplies | Books and Supplies; Other Supplies | Books and Supplies; Other Supplies |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software | Services and Other Operating Expenses; Software |
| Amount | \$45,310 | \$0 | \$0 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Capital Outlay; Paint Classrooms | Capital Outlay; Paint Classrooms | Capital Outlay; Paint Classrooms |

Action 3

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| Utilize alternatives to suspensions <ul style="list-style-type: none"> • Mental health counselors • Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution • Referrals to drug counseling • Community partnerships |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| Utilize alternatives to suspensions <ul style="list-style-type: none"> • Mental health counselors • Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution • Referrals to drug counseling • Community partnerships |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| |
|--|
| Unchanged Action |
| Utilize alternatives to suspensions <ul style="list-style-type: none"> • Mental health counselors • Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution • Referrals to drug counseling • Community partnerships |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$12,000 | \$12,000 | \$12,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Field Trips | Services and Other Operating Expenses; Field Trips | Services and Other Operating Expenses; Field Trips |
| Amount | \$2,000 | \$2,000 | \$2,000 |

| | | | |
|------------------|--|--|--|
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; Other Supplies | Books and Supplies; Other Supplies | Books and Supplies; Other Supplies |
| Amount | \$28,000 | \$28,000 | \$28,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; Mental Health - Therapist | Classified Salaries; Mental Health - Therapist | Classified Salaries; Mental Health - Therapist |
| Amount | \$7,000 | \$7,000 | \$7,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Mental Health Therapist - Benefits | Employee Benefits; Mental Health Therapist - Benefits | Employee Benefits; Mental Health Therapist - Benefits |
| Amount | \$16,380 | \$16,380 | \$16,380 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; Campus Aide | Classified Salaries; Campus Aide | Classified Salaries; Campus Aide |
| Amount | \$4,095 | \$4,095 | \$4,095 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Campus Aide - Benefits | Employee Benefits; Campus Aide - Benefits | Employee Benefits; Campus Aide - Benefits |
| Amount | \$31,320 | \$31,320 | \$31,320 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; Security | Classified Salaries; Security | Classified Salaries; Security |
| Amount | \$7,830 | \$7,830 | \$7,830 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; Security - Benefits | Employee Benefits; Security - Benefits | Employee Benefits; Security - Benefits |
| Amount | \$41,000 | \$41,000 | \$41,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; College Trips | Services and Other Operating Expenses; College Trips | Services and Other Operating Expenses; College Trips |
| Amount | \$20,000 | \$20,000 | \$20,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD | Services and Other Operating Expenses; PD |

Action 4

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations Build more community partnerships to provide more opportunities during the school day <ul style="list-style-type: none"> • Student mentoring (academic/college) • SAT Prep classes • Local community college |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount | \$3,295 | \$3,295 | \$3,295 |
| Source | LCFF | LCFF | LCFF |

| | | | |
|------------------|---|---|---|
| Budget Reference | Services and Other Operating Expenses; Service Learning Trip | Services and Other Operating Expenses; Service Learning Trip | Services and Other Operating Expenses; Service Learning Trip |
| Amount | \$17,000 | \$17,000 | \$17,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; Sports Transportation | Services and Other Operating Expenses; Sports Transportation | Services and Other Operating Expenses; Sports Transportation |

Action 5

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations |

2018-19

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations |

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| |
|---|
| Unchanged Action |
| Offer after school enrichment opportunities on and off campus <ul style="list-style-type: none"> • After school program (tutoring and enrichment) • Summer Internship program • Involvement with partner organizations |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$1,844 | \$1,844 | \$1,844 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; PSAT Testing Fee | Services and Other Operating Expenses; PSAT Testing Fee | Services and Other Operating Expenses; PSAT Testing Fee |
| Amount | \$14,000 | \$14,000 | \$14,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; SAT Prep | Services and Other Operating Expenses; SAT Prep | Services and Other Operating Expenses; SAT Prep |

| | | | |
|------------------|---|---|---|
| Amount | \$64,715 | \$64,715 | \$64,715 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; College Counselor #2 | Classified Salaries; College Counselor #2 | Classified Salaries; College Counselor #2 |
| Amount | \$16,179 | \$16,179 | \$16,179 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Employee Benefits; College Counselor #2 - Benefits | Employee Benefits; College Counselor #2 - Benefits | Employee Benefits; College Counselor #2 - Benefits |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,282,776

Percentage to Increase or Improve Services:

35.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The 3-Year UPP Average is 97.21% and all actions/services are delivered on a schoolwide basis.

Expenditure Summary

| Expenditures by Budget Category | | | | |
|---|-----------------------------|-------------------------------------|-------------|-------------|
| Budget Category | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual | 2018 | 2019 |
| All Budget Categories | \$1,290,639 | \$1,542,300 | \$1,525,610 | \$1,525,610 |
| 1000-1999 Certificated Salaries | 466,649 | 689,942 | 672,174 | 672,174 |
| 2000-2999 Classified Salaries | 239,856 | 244,366 | 244,366 | 244,366 |
| 3000-3999 Employee Benefits | 143,156 | 143,156 | 160,934 | 160,934 |
| 4000-4999 Books and Supplies | 107,133 | 107,133 | 94,633 | 94,633 |
| 5000-5999 Services and Other Operating Expenses | 222,839 | 246,697 | 242,497 | 242,497 |
| 6000-6999 Capital Outlay | 111,006 | 111,006 | 111,006 | 111,006 |

| Expenditures by Funding Source | | | | |
|---|-----------------------------|-------------------------------------|-------------|-------------|
| Funding Source | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual | 2018 | 2019 |
| All Funding Sources | \$1,290,639 | \$1,542,300 | \$1,525,610 | \$1,525,610 |
| Federal Revenues - Title I | 0 | 223,293 | 223,293 | 223,293 |
| Federal Revenues - Title II | 0 | 23,858 | 23,858 | 23,858 |
| Federal Revenues - Title III | 0 | 4,510 | 4,510 | 4,510 |
| LCFF S & C/Contributing to Increased or Improved Services | 1,290,639 | 1,290,639 | 1,273,949 | 1,273,949 |

| Expenditures by Budget Category and Funding Source | | | | | |
|--|---|-----------------------------|-------------------------------------|-------------|-------------|
| Budget Category | Funding Source | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual | 2018 | 2019 |
| All Budget Categories | All Funding Sources | \$1,290,639 | \$1,542,300 | \$1,525,610 | \$1,525,610 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title I | 0 | 223,293 | 223,293 | 223,293 |
| 1000-1999 Certificated Salaries | LCFF S & C/Contributing to Increased or Improved Services | 466,649 | 466,649 | 448,881 | 448,881 |
| 2000-2999 Classified Salaries | Federal Revenues - Title III | 0 | 4,510 | 4,510 | 4,510 |
| 2000-2999 Classified Salaries | LCFF S & C/Contributing to Increased or Improved Services | 239,856 | 239,856 | 239,856 | 239,856 |
| 3000-3999 Employee Benefits | LCFF S & C/Contributing to Increased or Improved Services | 143,156 | 143,156 | 160,934 | 160,934 |
| 4000-4999 Books and Supplies | LCFF S & C/Contributing to Increased or Improved Services | 107,133 | 107,133 | 94,633 | 94,633 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title II | 0 | 23,858 | 23,858 | 23,858 |

| | | | | | |
|---|---|---------|---------|---------|---------|
| 5000-5999 Services and Other Operating Expenses | LCFF S & C/Contributing to Increased or Improved Services | 222,839 | 222,839 | 218,639 | 218,639 |
| 6000-6999 Capital Outlay | LCFF S & C/Contributing to Increased or Improved Services | 111,006 | 111,006 | 111,006 | 111,006 |

| Expenditures by Goal and Funding Source | | |
|---|------|------|
| Funding Source | 2018 | 2019 |

Improve college access and college readiness through a rigorous academic program

| | | |
|---|-----------|-----------|
| All Funding Sources | \$856,622 | \$856,622 |
| Federal Revenues - Title I | 223,293 | 223,293 |
| Federal Revenues - Title II | 23,858 | 23,858 |
| Federal Revenues - Title III | 4,510 | 4,510 |
| LCFF S & C/Contributing to Increased or Improved Services | 604,961 | 604,961 |

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

| | | |
|---|-----------|-----------|
| All Funding Sources | \$668,988 | \$668,988 |
| LCFF S & C/Contributing to Increased or Improved Services | 668,988 | 668,988 |

| Annual Update Expenditures by Goal and Funding Source | | |
|---|-----------------------------|-------------------------------------|
| Funding Source | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual |

Improve college access and college readiness through a rigorous academic program

| | | |
|---|-----------|-----------|
| All Funding Sources | \$564,441 | \$816,102 |
| Federal Revenues - Title I | 0 | 223,293 |
| Federal Revenues - Title II | 0 | 23,858 |
| Federal Revenues - Title III | 0 | 4,510 |
| LCFF S & C/Contributing to Increased or Improved Services | 564,441 | 564,441 |

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

| | | |
|---|-----------|-----------|
| All Funding Sources | \$726,198 | \$726,198 |
| LCFF S & C/Contributing to Increased or Improved Services | 726,198 | 726,198 |