Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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	Contact Name and Title	Email and Phone
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	Principal/Executive Director	760-949-8002

2017-20 Plan Summary

The Story

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

Pathways to College is a charter school located in Hesperia, CA. It currently serves approximately 350 students in grades K through 8 on a single campus. Although the campus is stable and the student population has continued to grow over the past year, there was a transition period at the beginning of the 2017/2018 school year during which time several key players including the principal left the school. During this time of transition, the Pathways to College Board and and interim Chief Operating Officer successfully managed the school and conducted all day-to-day activities including the implementation of the 2017/2018 LCAP. For the last four months of the school year, the new principal began reorganization of the school and initiated development of this, the 2018/2019 LCAP.

Demographics

The school serves a total English Learner population of 97 students which represents 37% of the entire student body. 89% or 309 students qualify for Free and Reduced Lunch Services. There is one student in foster care, and no students are homeless. There are 37 special education students representing 10% of the population.

The school is quite diverse. The following shows the numbers and percentages of the various ethnic groups at Pathways to College.

Hispanic Black 1%; Hispanic Native American 0.2%; Hispanic White 74%; Non-Hispanic Black 10%;

Non-Hispanic Filipino 0.2%; Non-Hispanic Asian 0.2%; Non-Hispanic Native American 0.8%; Non-Hispanic White 13%.

How Students Are Served

In order to meet the needs of this diverse student population, a variety of programs and structures have been put into place. Students in grades TK-5 receive instruction from teachers who have multiple subject credentials with appropriate EL certifications. Students in these grades are taught in self-contained classrooms. Mixing and teaming occur on a limited basis as a method of differentiating instruction to address the divergent abilities.

Students in middle grades (6-8), receive instruction from teachers who possess single subject credentials. Classes offered to middle grade students include math, science, social studies, English language arts as well as a host of elective classes. Students in middle grades are grouped into five different classes that rotate through periods throughout the day. These five different classes include both honors and regular class groupings to better meet the academic needs of students.

All teachers in grades TK through grade 8 are encouraged to monitor and/or incorporate the following into their instructional programs.

• Supporting appropriate behavior inside and outside the classrooms, during instruction, during assemblies, in the cafeteria, at recess, and during passing periods
• Checking homework daily
• Providing students with content review at the beginning of the day
• Promoting active learning
• Utilizing and referencing standards throughout the day
• Aligning curriculum to standards
• Working with small groups of students to differentiate learning
• Previewing new content
• Chunking content
• Making use of rubric, anchor, and criterion charts
• Keeping physical environment well organized
• Maintaining a positive classroom environment
• Prefacing all student work with lesson activities
• Monitoring student work progression
• Showing affection to students
• Celebrating success
• Designing curriculum to include project and inquiry based approaches
• Providing differentiated instruction

All of the aforementioned items are monitored daily through the use of an observation checklist. Feedback is given to teachers periodically, and data collected in this fashion is used to organize professional development for teachers and staff.

LCAP Highlights

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

> The key features of this year's LCAP include the following:
>
> * Reduction in number of goals from four to three in order to align better with the three general categories of state priorities.
> * Re-wording of goals to align better with the three general categories of state priorities.
> * Creation of new actions to match the new goals.
> * Alignment of actions with goals and budget priorities.
> * Incorporation of all priorities established by parents, students, and staff with the exception of two.

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.

Greatest Progress

> The greatest progress noted for the 2017/2018 school year was seen in CAASPP testing in 5th grade ELA. 68% of students at this grade met or exceeded proficiency. This will most likely exceed state and local proficiency levels when they are made public later in the year. This result is directly related to implementation of PLC's with greater fidelity at this grade level.
>
> In order to broaden the effects of the PLC's at Pathways to College, the following will be implemented in the 2018/2019 school year:
>
> * Early release Mondays allowing for teachers to implement cross-grade level planning as well
> * Professional Development in the area of PLC development and implementation
> * Peer presentations on the effective use of PLC time
> * Daily grade level planning and PLC time for 45 minutes.
> * Monthly lesson studies, demonstration, and analysis
> * Observation checklists that monitor degree of parallel teaching occurring within the same grade levels
> * Modeling of effective PLC planning time
> * Monitoring implementation of PLC time

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

According to the LCFF Evaluation Rubrics released in fall 2017, the following indicators recorded an overall performance in the "Red" or "Orange" performance category or presented with a "Not Met" or "Not Met for Two or More Years" rating:

• Suspension Rate (Red)
• English Language Arts (Orange)

These two areas represent those that Pathways to College has determined need significant improvement. What follows are descriptions of steps that the school is planning to take to address these areas of greatest need.

Suspension Rate

As noted above, the number of suspensions increased in the 2016/2017 school year as reported in the LCFF rubrics. Furthermore, a significant number of behavior problems at the school resulted in these suspensions for the 2017/2018 school year as well

In order to address the suspension rate, the school will implement various schoolwide programs to reduce the number of suspensions and behavior problems for all significant subgroups identified in the LCFF Evaluation Rubrics. These programs are discussed in each of the following sections and include: implementation of Positive Behavioral Interventions and Supports (PBIS); focus on standards based instruction; development of engaging/project based lessons; and implementation of behavior contracts.

Implementation of Positive Behavioral Interventions and Supports

In order to reduce the number of student behavior problems and subsequent referrals for suspension, the school will implement PBIS school wide. The SELPA in which Pathways to College participates is offering training in PBIS that the school has contracted to receive over the course of the 2018/2019 academic year. This training has been scheduled in the calendar as well as have minimum day Mondays that will provide opportunities for teachers to collaborate on implementation strategies specific to our school.

Standards Based Instruction

A focus on standards-based instruction is one way to help ensure that students are receiving rigorous and relevant instruction designed to meet students' academic needs. In meeting students' academic needs, the school will be better able to deal with behavior issues that result from disengagement with school and academic concerns. In short, students who are engaged with rigorous and relevant curriculum are less likely to act out.

In order to provide students with more challenging standards-based instruction, teachers will be involved in lesson studies and demonstration lessons that will occur monthly as facilitated by the ELD coordinator, a new position for the 2018/2019 school year. Teachers will meet several times a month on minimum day Mondays to do the following: plan invigorating lessons that meet students' academic needs, deliver and videotape demonstration lessons in front of students, debrief videotaped lessons.

The principal will also monitor classroom instruction using an observation checklist that includes a focus on standards based instruction. These observations will occur on a weekly basis, and data culled from the observations will be shared with certificated staff at weekly meetings.

Development of Engaging/Project Based Lessons

Another way of engaging students is to provide lessons that are hands-on, inquiry-based, student centered, provide for multiple interactions and connections, and are project based. Inclusion of these lesson design formats and elements will be part of the lesson study and demonstration activities described in the previous section. As students are more engaged, they will feel more connected to the school, its overarching goals, and its vision and mission. Again, students connected in this way are less likely to act out resulting in suspensions.

English Language Arts

As described or mentioned elsewhere in the LCAP, the following will contribute to increased academic achievement overall and more specifically in the area of English Language Arts.

• Push-in intervention in the morning
• Pull-out intervention in the afternoon
• Focus on delivery of standards-based lessons
• Delivery of lessons consistent with an ELD focus as monitored by the ELD coordinator
• Development of engaging/project/inquiry based lessons
• Provision of professional development in the area of PBIS in order to engage students more with the academic process

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

As reported in the Fall 2017 LCFF Evaluation Rubric, the state indicator(s) for which performance for any student group was two or more performance levels below the "all student" performance was for Students w/Disabilities in the subject of math. Students w/Disabilities received a performance level rating of "red" while All Students received a rating of "yellow," indicating a two-level discrepancy. For all other indicators and other sub-groups, there was no discrepancy greater than one performance level.

In order to address the performance gap that exists between All Students and Students w/Disabilities in the area of math, Pathways to College is taking the following steps:

• Maintaining the Director of Special Education Services position
• Developing a structured intervention program in grades K-8
• Providing students w/disabilities increased push-in
• Focusing on standards based instruction
• Providing all teachers with PBIS training

Director of Special Education Services

The budget for LCAP year 2018/2019 maintains the Director of Special Education Services position. This is an administrative position focused exclusively on programs and services designed to meet the needs of students w/disabilities. The person who fills this position will coordinate the following:

• Provision of services to students w/disabilities as described in the IEP
• Provision of training and professional development in regards to students w/disabilities
• Organization of intervention program to provide additional support to students w/disabilities
• Increased use of differentiation strategies in the classroom

Structured Intervention Program

A structured intervention program will help to meet the needs of students w/disabilities by providing additional classroom supports. As mentioned in the previous section, the intervention program will be overseen by the Director of Special Education Services and has the following characteristics:

• Push-in model in the morning – intervention aides and teachers to work in the classroom in the morning under the direction of the classroom teacher providing one-on-one and small group interventions.
• Pull-out model in the afternoon – intervention teachers to pull out students who are on the cusp of proficiency in order to provide targeted intervention
Increased Push-In

The current model for providing services to special education students at Pathways to College includes two special day classes that service the entire population of SPED students in one capacity or another. Over the past year, virtually all received pull-out services in these classrooms or were placed for the entire day one or the other of the special day classes. Moving forward, one of the special day classes will be closed and increasingly more students will receive their services as part of a push-in model.

By mainstreaming more students through a push-in model the following advantages will be realized:

• Increased peer-to-peer interaction and learning
• Improved self-esteem as students follow and participate with peers in normalized classroom settings
• Increased exposure to grade level curriculum and standards

Focus on Standards-Based Instruction

Classroom observations conducted by the principal during the last four months of the school year indicated that a greater focus on standards-based instruction is needed schoolwide. For LCAP year 2018/2019, monitoring, delivering, and evaluating standards-based lessons will be a consistent focus of administration and instructional staff. To this end, teachers will participate in monthly lesson studies, demonstration lessons, and debriefings to refine practices. Lessons will be monitored using a checklist that enumerates various criteria associated with strong standards-based lessons. And finally, teaching staff will be evaluated at the end of the year based on their ability to deliver standards-based lessons.

PBIS Training

Because of the numerous student behavior issues that challenged the school during the four months it was without leadership, the new principal in conjunction with an Academic Leadership Team composed of teacher representatives from each grade level has decided to adopt a PBIS model of behavioral interventions. In relation to student behavior, an entire year of professional development will focus on developing positive behavioral interventions in an effort to redefine the school culture. Addressing behavior concerns in this way will reduce the number of inappropriate behaviors and constructively engage students in the academic process, thereby helping to close the achievement gap.

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

(Addressed in previous section.)

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	$4,472,064
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$279,817

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 bulk of General Fund Budget Expenditures specified above not included in the LCAP include the following:

* Certificated personnel and benefits for teachers except P.E. teacher
* Books, curriculum, and materials not designated for supplemental and concentration
* Classified personnel and benefits except for 3 new Intervention Teachers and 8 new Intervention Aides
* 55% of principal's salary
* Facilities rental

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$2,889,169

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

Create a community of learners that are provided with rigorous high-quality curriculum and instruction to engage and meet the needs of all learners, so that students are at or above grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5

Local Priorities: Addresses local standards 1, 2, and 3.

Annual Measurable Outcomes

Expected   **Actual**

75% of Kindergarten and 1st graders will increase achievement level by one or more grade levels in ELA and Math.	70% of Kindergarten and 1st graders increased achievement level by one or more grade levels in ELA on the STAR test. 44% of 1st graders increased achievement level by one or more grade levels in Math on the STAR test. (Achievement levels for Kindergarten students was not reported for the STAR test.)
90% of 2nd through 5th graders will increase achievement level by one or more grade levels in ELA and 95% in Math.	45% of 2nd through 5th graders increased achievement level by one or more grade levels in ELA and 56% in Math.
90% of 6th through 8th graders will increase achievement level by one or more grade levels in ELA and 85% in Math.	27% of 6th through 8th graders increased achievement level by one or more grade levels in ELA and 19% in Math.

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**

Continue to recruit, hire, and retain highly qualified instructional personnel to meet the needs of a growing population.	Continued to recruit, hire, and retain highly qualified instructional personnel to meet the needs of a growing population. Postings were made on Edjoin and every effort was made to recruit highly qualified individuals.	$192,424	$211,715

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings to assist in delivering a multi-tiered system of support.	Continued to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings to assist in delivering a multi-tiered system of support. It was noted that some of the instructional aides were given clerical work to do instead of working directly with small groups and individual students. With the receipt of Federal Title funding, the process of upgrading aide qualifications began.	$150,000	$23,933

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ a part-time educational interventionist to help provide project based learning through research-based strategies to enrich and enhance the learning of higher achievers.	Did not employ a part-time educational interventionist to help provide project based learning through research-based strategies to enrich and enhance the learning of higher achievers.	$30,000	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	Continued to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	$12,000	$3,300

Action 5

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

Continue to update CCSS aligned core curricular and support materials to continue to prepare students for grade level achievement and college and career readiness.	Continued to update CCSS aligned core curricular and support materials to continue to prepare students for grade level achievement and college and career readiness.	$50,000	$16,686

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	Continued to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	$15,000	$3,625

Action 7

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to replace, update and enhance various types of technology and software to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.	Continued to replace, update and enhance various types of technology and software to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.	$30,000	$2,842

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk.	Continued to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk.	$30,000	$20,180

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and provide research based curriculum and software to meet the needs of students with disabilities.	Purchased and provided research based curriculum and software to meet the needs of students with disabilities.	$10,000	$969

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide uniforms, and school supplies to qualifying students.	Provided uniforms, and school supplies to qualifying students.	$2,000	$2,946

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a consistent program of ELD instruction daily, which addresses ELA/ELD standards.	Provided a program of ELD instruction, which addresses ELA/ELD standards. However, was not consistently organized or delivered.	$1,000	$0

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

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.

The overall implementation of the actions/services to achieve the articulated goal was was not consistent as a result of the transition period. Some actions/services were completed with a greater degree of fidelity than others. The degree to which each action/service has contributed to achievement of the articulated goal has been described in the aforementioned sections.

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

The effectiveness of the actions/services to achieve the articulated goal as measured by the LEA was low. Goals, actions and services for the upcoming year will be revised.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For purposes of this LCAP, a material difference between budgeted and expenditures and estimated actual expenditures will be defined as a difference of more than 20%. Each of the action items for which there was a material difference is explained below. In general, budgeted amounts in the LCAP exceeded what was actually spent in order to meet school needs. In one case, action 10, the need exceeded the budget.

Action 2: The budgeted amount far exceeded the actual budget required to hire additional aides and provide for a 7% raise.
Action 3: This position remained unfilled throughout the course of the year.
Action 4: There were fewer teachers than expected who needed to complete an induction program.
Action 5: Anticipated cost exceeded actual expenditure to meet needs of school.
Action 6: Trainings and professional development were handled in-house.
Action 7: Anticipated cost exceeded actual expenditure to meet needs of school.

Action 8: Anticipated cost exceeded actual expenditure to meet needs of school.

Action 9: Paid for under previous year's budget.

Action 10: Number of low income students needing uniforms exceeded budgeted amount.

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.

As a result of this analysis and analysis of the LCFF Evaluation Rubrics, all goals in the LCAP were changed from narrower to broader statements that align with the three categories of state priorities: conditions of learning; engagement; and, pupil outcomes. Hence, the three new goals for the 2018/2019 LCAP that take into consideration all of the state priorities in one way or another are as follows:

1. Important conditions of learning will be met for all students. (conditions of learning)
2. Students will progress academically each year. (pupil outcomes)
3. Students and parents will be successfully engaged in a school climate that is welcoming. (engagement)

These new goals are referenced with attendant actions/services in sections following this, the annual update.

Goal 2

Create a sustained culture of collaboration to enhance and maintain professional communication within and among all professional levels, students, and parents throughout the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7

Local Priorities: Addresses local standards 1, 2, 3, and 4

Annual Measurable Outcomes

Expected

Actual

75% of Kindergarten and 1st graders will increase achievement level by one or more grade levels in ELA and Math.

70% of Kindergarten and 1st graders increased achievement level by one or more grade levels in ELA.
44% of 1st graders increased achievement level by one or more grade levels in Math.

90% of 2nd through 5th graders will increase achievement level by one or more grade levels in ELA and 95% in Math.

45% of 2nd through 5th graders will increase achievement level by one or more grade levels in ELA and 56% in Math.

Expected	Actual
90% of 6th through 8th graders will increase achievement level by one or more grade levels in ELA and 85% in Math.	27% of 6th through 8th graders increased achievement level by one or more grade levels in ELA and 19% in Math.

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
PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.	PLCs continued to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement. This was most evident in grades 4 and 5.	$10,000	$9,945

Action 2

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

Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)	Continued communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)	$1000	$2,402

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize data to determine additional supports for low income students.	Utilized data to determine additional supports for low income students. This would have occurred primarily in the PLC's, which was most consistently performed in 4th and 5th grades.	$0	$0

Action 4

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

Utilize data to determine additional supports for African Americans in Math.	Utilized data to determine additional supports for African Americans in Math.	$1000	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.	Continued to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.	$15,000	$13,549

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize data to determine additional supports (including building academic vocabulary needed for ELL)	Utilized data to determine additional supports (including building academic vocabulary needed for ELL)	$1,000	$0

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

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.

> Some actions/services were completed with a greater degree of fidelity than others. The degree to which each action/service has contributed to achievement of the articulated goal has been described in the aforementioned sections.

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

> The effectiveness of the actions/services to achieve the articulated goal as measured by the LEA was low. Goals, actions and services for the upcoming year will be revised.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> For purposes of this LCAP, a material difference between budgeted and expenditures and estimated actual expenditures will be defined as a difference of more than 20%. Each of the action items for which there was a material difference is explained below. In general, budgeted amounts in the LCAP exceeded what was actually spent in order to meet school needs.
>
> Action 2: Additional funds were expended to provide a stipend to a staff member who provided translations.
> Action 4: No funds were expended as this was carried out as part of the PLC and other planning activities.
> Action 6: No funds were expended as this was carried out as part of the PLC and other planning activities.

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.

As a result of this analysis and analysis of the LCFF Evaluation Rubrics, all goals in the LCAP were changed from narrower to broader statements that align with the three categories of state priorities: conditions of learning; engagement; and, pupil outcomes. Hence, the three new goals for the 2018/2019 LCAP that take into consideration all of the state priorities in one way or another are as follows:

1. Important conditions of learning will be met for all students. (conditions of learning)
2. Students will progress academically each year. (pupil outcomes)
3. Students and parents will be successfully engaged in a school climate that is welcoming. (engagement)

These new goals are referenced with attendant actions/services in sections following this, the annual update.

Goal 3

Create a safe, secure, caring, and stimulating atmosphere in which students can grow and mature, educationally, emotionally, intellectually, physically, and socially.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 7, 8

Local Priorities: Addresses local standards 1, 2, and 4

Annual Measurable Outcomes

Expected	**Actual**
Increase attendance rate to 96%.	Attendance rate was 93.41%.
Increase parent participation in PALS, ELAC, overall school involvement by five percent more than previous year.	Because the method of measuring school involvement was not delineated, this data could not be collected.
Reduction of discipline referrals by five percent.	Reduced discipline referrals by 7%.

Expected	Actual
Reduction of in-school and out-of-school suspensions by two percent.	Reduced in-school and out of school suspensions by 71%. The reduction was primarily because no suspensions were made during the time of transition.
Maintain rate of expulsions.	Maintained rate of expulsions at 0%.

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
Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises. Continue renting restroom facilities for student use.	Ensured all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises. Continued renting restroom facilities for student use.	$50,000	$45,589

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.	Implemented and maintained a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.	$10,000	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	Continued the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	$6,000	$0

Action 4

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

Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.	Continued to refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.	$40,000	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue and refine parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.	Continued and refined parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.	$10,000	$0

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

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.

> The overall implementation of the actions/services to achieve the articulated goal was was not consistent. Some actions/services were completed with a greater degree of fidelity than others. The degree to which each action/service has contributed to achievement of the articulated goal has been described in the aforementioned sections.

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

> The effectiveness of the actions/services to achieve the articulated goal as measured by the LEA was moderate. Goals, actions and services for the upcoming year will be revised.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> For purposes of this LCAP, a material difference between budgeted and expenditures and estimated actual expenditures will be defined as a difference of more than 20%. Each of the action items for which there was a material difference is explained below. In general, budgeted amounts in the LCAP exceeded what was actually spent in order to meet school needs.
>
> Action 2: This item is to be covered under the 2018/2019 LCAP exenditures.
> Action 3: Covered under general budget expenditures.
> Action 4: Covered under general budget expenditures.
> Action 5: Principal was able to offer training for parents. Covered under principal's salary.

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.

As a result of this analysis and analysis of the LCFF Evaluation Rubrics, all goals in the LCAP were changed from narrower to broader statements that align with the three categories of state priorities: conditions of learning; engagement; and, pupil outcomes. Hence, the three new goals for the 2018/2019 LCAP that take into consideration all of the state priorities in one way or another are as follows:

1. Important conditions of learning will be met for all students. (conditions of learning)
2. Students will progress academically each year. (pupil outcomes)
3. Students and parents will be successfully engaged in a school climate that is welcoming. (engagement)

These new goals are referenced with attendant actions/services in sections following this, the annual update.

Goal 4

Involve parents, families, the community, and the authorizing district in decision making and as stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

Local Priorities: Addresses local standards 4

Annual Measurable Outcomes

Expected	Actual
Increase involvement of parents and community with developing academic improvement strategies for all students, by 10%.	Because data collection method was not outlined in LCAP, this data piece was not collected.

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

Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.	Continued with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc. for first two months of school year only.	$16,000	$1,304

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parental involvement and voice with continued monthly discussion groups with "Koffee Klatches", PALS meetings, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.	Increased parental involvement and voice with continued monthly discussion groups with "Koffee Klatches" and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.	$1,000	$1,097

Action 3

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

Increase parental involvement and voice with continued monthly discussion groups with ELAC, DLAC, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.	Increased parental involvement and voice with continued monthly discussion groups with ELAC, DLAC, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.	$1,000	$19

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents.	Increased involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents.	$0	$0

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

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.

The overall implementation of the actions/services to achieve the articulated goal was was not consistent. Some actions/services were completed with a greater degree of fidelity than others. The degree to which each action/service has contributed to achievement of the articulated goal has been described in the aforementioned sections.

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

The effectiveness of the actions/services to achieve the articulated goal could not be measured as criteria was not stipulated in 2017/2018 LCAP. The measurable outcome will be further clarified for the 2018/2019 LCAP year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For purposes of this LCAP, a material difference between budgeted and expenditures and estimated actual expenditures will be defined as a difference of more than 20%. Each of the action items for which there was a material difference is explained below. In general, budgeted amounts in the LCAP exceeded what was actually spent in order to meet school needs.

Action 1: Parent representative was not needed for remainder of year as teacher committees and staff took on responsibilities.
Action 3: ELAC refreshments covered under general budget expenditures.

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

As a result of this analysis and analysis of the LCFF Evaluation Rubrics, all goals in the LCAP were changed from narrower to broader statements that align with the three categories of state priorities: conditions of learning; engagement; and, pupil outcomes. Hence, the three new goals for the 2018/2019 LCAP that take into consideration all of the state priorities in one way or another are as follows:

1. Important conditions of learning will be met for all students. (conditions of learning)
2. Students will progress academically each year. (pupil outcomes)
3. Students and parents will be successfully engaged in a school climate that is welcoming. (engagement)

These new goals are referenced with attendant actions/services in sections following this, the annual update.

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?

A series of meetings and communications regarding the LCAP occurred in spring of 2018. The purpose of these meetings and communications was to present progress on the existing LCAP, discuss and present the development process for the 2018/2019 LCAP, and secure stakeholder input for the same. Each of the meetings and communications is listed and described below.

March 2, 2018 – Coffee and Tea with the Principal (8:15 a.m.)

At this informal meeting, an introduction to the LCAP was given and an informal discussion regarding the budget for next year ensued. Parents mentioned that they would like to see sports activities, music, ROTC, Dance, Fire/Military programs, and a parent liaison funded. The principal explained that over the next few months within a series of meetings, that stakeholders would have input into the development of the LCAP.

March 23, 2018 – Parent Advisory Committee (8:15 a.m.)

The PAC met on this date and was given information by the principal regarding the LCAP development process. Additionally, the principal and PAC participants developed a prioritized list of expenditures for the LCAP budget based on school needs. This list is presented below.

#1 Technology
#2 Parent Liaison
#3 Security Guard
#4 Software

#5 Positive Behavioral Intervention and Supports
#6 After School Clubs
#7 Curriculum and Textbooks
#8 Safety Supplies
#9 Yard Equipment
#10 Music Instruments
#11 Sports Teams

April 8, 2018 – Parent Newsletter

The list above along with an invitation to all parents to provide input regarding the intended LCAP budget priorities was given to parents in this weekly newsletter. Suggestions were to be given to Mr. Merrill or Soledad Quiroa. No input was received from parents in this fashion. The newsletter also generally described the development process and how Mr. Kim and Mr. Merrill would use the input to craft the LCAP budget for the 2018/2019 school year.

April 11, 2018 – Regular Board Meeting

The LCAP development process and the prioritized list of budget items was shared with board members.

April 25, 2018 – LCAP Development Meeting (5:30 p.m.)

This meeting was held specifically for all those interested in providing input into the development of the LCAP; parents and staff were invited to attend this meeting. The meeting was held in the evening to promote higher attendance rates, although only two people were in attendance. Input was sought, and the prioritized list was revised to reflect this input.
The subsequently developed list is presented below:

#1 PBIS
#2 Parent Liaison
#3 Software
#4 Field Trips

#5 Curriculum & Textbooks
#6 Security Guard
#7 After School Clubs
#8 Safety Cameras/Supplies
#9 Musical Instruments
#10 Yard Equipment
#11 Sports Teams

April 27, 2018 – PAC Meeting

Parents met again to receive information about the LCAP development process and the prioritized list developed on the 25th was shared with parents. No new input was received at this time and parents were content with the new list.

May 7, 2018 – Staff Meeting

On this date, Mr. Merrill met with teaching staff to get their input on the development of the LCAP. Again, teachers developed their own list of prioritized budget items based on school need, and this in turn was merged with the list previously developed by parents and staff. This new list is presented below:

#1 PBIS
#2 Curriculum and Textbooks
#3 Parent Liaison
#4 Technology
#5 Software
#6 Field Trips
#7 Security Guard
#8 Yard Equipment
#9 After School Clubs
#10 Library
#11 Safety Supplies/Cameras

#12 Musical Instruments
#13 Furniture
#14 Sports Teams

May 13, 2018 – Newsletter

The final list of prioritized budget items was presented in the newsletter along with the content of an e-mail received from a parent who suggested that monies be spent on WASC accreditation and the AVID program. Mr. Merrill responded that these items would be included under professional development (WASC) and curriculum/texts (AVID) pending board approval. No new feedback was received from parents following the publication of this list.

May 16, 2018 – Special Board Meeting

The LCAP development process and the final prioritized list of budget items was shared with board members.

June 22, 2018 - Parent Advisory Committee Meeting

Parents and principal met together to go over final LCAP. Principal presented goals, actions, and budget for the new LCAP. Principal explained how the prioritized items on the list were/were not incorporated into the budget. PAC votes to approve submission of LCAP as is to the PTC board for its approval.

Impact on LCAP and Annual Update

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

The consultations impacted the LCAP most significantly by providing the principal and back office with priorities for establishing the budget. All of the priorities established by stakeholders were able to be included in the budget with the exceptions of the parent liaison and the security guard. It was explained to parents that these roles could and would be taken over by school committees and the San Bernardino County Sheriff's Office, respectively.

Secondly, the consultations confirmed the need for a reduction in the number of goals from four to three and their rewording to align with the general categories of state priorities: pupil outcomes, engagement, and basic (conditions of learning).

In general these consultations revealed the importance of setting new standards for student achievement and the methods for achieving this. As stated earlier in the LCAP, the school will be making dramatic improvements to the services that are offered students who are in the un-duplicated count.

Goals, Actions, & Services

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

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

New

Goal 1

Important conditions of learning will be met for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: N/A

Identified Need:

After performing walkthroughs of the campus, the principal has noted that the physical environment is lacking in many respects. e.g. the grounds are not swept, barriers and/or gates are not in place, chemicals and equipment are left unattended, railings are broken as are benches and tables. The principal has given the custodial staff a list of things to clean and repair over the summer and into fall.

Students in various grades lack access to common core textbooks and programs, and not all teachers are fully implementing the common core standards as measured with the use of walkthrough checklists. At least two teachers are not fully credentialed. Fewer than 100% of students have access to the full curriculum described in the charter petition.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of items on that list that are in good repair/clean.	0% of items on the list are in good repair/clean.	N/A	100% of items on the list to be in good repair/clean.	100% of items on the list to be in good repair/clean.
Percentage of students that have access to Common Core aligned textbooks.	50% of students have access to Common Core aligned textbooks in English language arts and math.	N/A	100% of students will have access to Common Core aligned textbooks in English language arts and math.	100% of students will have access to Common Core aligned textbooks in English language arts and math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who are fully credentialed and correctly assigned.	88% of teachers are fully credentialed and correctly assigned.	N/A	94% of teachers will be fully credentialed and correctly assigned.	100% of teachers will be fully credentialed and correctly assigned.
Percentage of teachers who fully implement the common core.	50% of teachers fully implement the common core.	N/A	75% of teachers will fully implement the common core.	100% of teachers will fully implement the common core.
Percentage of students who have access to full curriculum described in the charter petition.	50% of students have access to full curriculum described in the charter petition.	N/A	75% of students will have access to full curriculum described in the charter petition.	100% of students will have access to full curriculum described in the charter petition.

Planned Actions/Services

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

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Custodial salaries for summer work to complete items on the list of school improvements to be made.

2019-20 Actions/Services

Custodial salaries for summer work to complete items on the list of school improvements to be made.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$4,154	$4,154
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	2000-2999 3000-3999	2000-2999 3000-3999

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	**for 2018-19**	**for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Fencing off areas of school where items are stored to make a safer environment for students.	Fencing off areas of school where items are stored to make a safer environment for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$3,000	$3,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #3

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Increased general maintenance to ensure that grounds are safe and welcoming.	Increased general maintenance to ensure that grounds are safe and welcoming.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$3,200	$3,282
Source	N/A	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	4000-4999	4000-4999

Action #4

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

Students to be Served		**Location(s)**
N/A		N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

| N/A | Internet upgrade software/hardware e-rate category 2 | Internet upgrade software/hardware e-rate category 2 |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$4,777	$4,900
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5000-5999	5000-5999

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Formation tech labor cost	Formation tech labor cost

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$6,000	$6,154
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5000-5999	5000-5999

Action #6

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

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

N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Pearson Math/Consumables	Pearson Math/Consumables

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$25,000	$25,643

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #7

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Library Books	Library Books

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$12,000	$12,308
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	P.E. Teacher	P.E. Teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$58,000	$58,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999	1000-1999

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Induction program costs.	Induction program costs.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$15,000	$15,000

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5000-5999	5000-5999

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	20% of principal salary devoted to providing PD/observation of teachers	20% of principal salary devoted to providing PD/observation of teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$28,428	$28,428
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999	1000-1999

Action #11

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Teacher stipend for ELD coordinator	Teacher stipend for ELD coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$2,000	$2,000
Source	N/A	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	N/A	1000-1999	1000-1999

Action #12

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	10% of Principal/ED salary devoted to oversight and implementation of program as outlined in the charter petition.	10% of Principal/ED salary devoted to oversight and implementation of program as outlined in the charter petition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$14,214	$14,214
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999	1000-1999

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

New

Goal 2

Students will progress academically each year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: N/A

Identified Need:

None of the annual measurable outcomes for academic achievement from the previous year's LCAP was met.

Expected Annual Measureable Outcomes

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

Percentage of students in grade 1 who make one year of academic growth in ELA on the STAR test.	70% of students in grade 1 made one year of academic growth in ELA on the START test.	N/A	75% of students in grade 1 will make one year of academic growth in ELA on the START test.	80% of students in grade 1 will make one year of academic growth in ELA on the START test.
Percentage of students in grade 1 who make one year of academic growth in math on the STAR test.	44% of students in grade 1 made one year of academic growth in ELA on the START test.	N/A	50% of students in grade 1 will make one year of academic growth in math on the START test.	55% of students in grade 1 will make one year of academic growth in math on the STAR test.
Percentage of students in grades 2-5 who make one year of academic growth in ELA on the STAR test.	45% of students in grades 2-5 made one year of academic growth in ELA on the STAR test.	N/A	50% of students in grades 2-5 will make one year of academic growth in ELA on the STAR test.	55% of students in grades 2-5 will make one year of academic growth in ELA on the STAR test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students in grades 2-5 who make one year of academic growth in math on the STAR test.	56% of students in grades 2-5 made one year of academic growth in math on the STAR test.	N/A	60% of students in grades 2-5 will make one year of academic growth in math on the STAR test.	65% of students in grades 2-5 will make one year of academic growth in math on the STAR test.
Percentage of students in grades 6-8 who make one year of academic growth in ELA on the STAR test.	27% of students in grades 6-8 made one year of academic growth in ELA on the STAR test.	N/A	40% of students in grades 6-8 will make one year of academic growth in ELA on the STAR test.	50% of students in grades 6-8 will make one year of academic growth in ELA on the STAR test.
Percentage of students in grades 6-8 who make one year of academic growth in math on the STAR test.	19% of students in grades 6-8 made one year of academic growth in math on the STAR test.	N/A	35% of students in grades 6-8 will make one year of academic growth in math on the STAR test.	50% of students in grades 6-8 will make one year of academic growth in math on the STAR test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of students in grades 3-8 performing "not met" or "nearly met" on the CAASPP.	The percentage of students in grades 3-8 performing "not met" or "nearly met" on the CAASPP increased in 2017.	N/A	The percentage of students in grades 3-8 performing "not met" or "nearly met" on the CAASPP will decrease by 10% from the year before.	The percentage of students in grades 3-8 performing "not met" or "nearly met" on the CAASPP will decrease by 10% from the year before.
The percentage of students who advance one level on the ELPAC.	33% of students advanced one level on the ELPAC.	N/A	50% of students will advance one level on the ELPAC.	55% of students will advance one level on the ELPAC.
Percentage of EL students who reclassify.	0% of EL students reclassified.	N/A	12% of students will reclassify.	15% of EL students will reclassify.

Planned Actions/Services

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

Action #1

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

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

N/A	N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

10% Principal salary for Reorganization/reclassification of Intervention program

2019-20 Actions/Services

10% Principal salary for Reorganization/reclassification of Intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	$14,214	$14,214
Source	N/A	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	N/A	1000-1999	1000-1999

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	10% Principal & SPED Director salary to provide PD for Intervention aides	10% Principal & SPED Director salary to provide PD for Intervention aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$22,866	$22,866
Source	N/A	LCFF Supplemental and Conctration	LCFF Supplemental and Conctration
Budget Reference	N/A	1000-1999	1000-1999

Action #3

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Stipends for adjunct duties (testing coordinator)	Stipends for adjunct duties (testing coordinator)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$2,000	$2,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999	1000-1999

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	3 New Intervention teacher positions/hiring	3 New Intervention teacher positions/hiring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$91,200	$0
Source	N/A	LCFF supplemental and concentration	LCFF supplemental and concentration
Budget Reference	N/A	2000-2999 3000-3999	2000-2999 3000-3999

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	8 New Intervention aide positions/hiring	8 New Intervention aide positions/hiring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$115,200	$0
Source	N/A	LCFF supplemental and concentration	LCFF supplemental and concentration
Budget Reference	N/A	2000-2999 3000-3999	2000-2999 3000-3999

Action #6

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Organize Computer Lab	Organize Computer Lab

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$23,000	$23,591
Source	N/A	LCFF Base	LCFF Base

Budget Reference	N/A	4000-4999	4000-4999

Action #7

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

N/A		Purchase Renaissance STAR Math and ELA	Purchase Renaissance STAR Math and ELA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$9,242	$9,480
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #8

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Field Trips aligned with standards.	Field Trips aligned with standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$5,000	$5,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5000-5999	5000-5999

Action #9

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

Students to be Served

Location(s)

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Purchase library books.	Purchase library books.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0 covered under goal #1	$0 covered under goal #1
Source	N/A	n/a	n/a

Budget Reference	N/A	n/a	n/a

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	Intervention Program reorganization	Intervention Program reorganization

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0 - Covered under goal #1	$0 - Covered under goal #1
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Action #11

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Organize Saturday school program for 1 teacher + 1 aide	Organize Saturday school program for 1 teacher + 1 aide

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$8,000	$8,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999 2000-2999 3000-3999	1000-1999 2000-2999 3000-3999

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

New

Goal 3

Students and parents will be successfully engaged in a school climate that is welcoming.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: N/A

Identified Need:

Students were less than successfully engaged with an ADA of less than 94%. Furthermore, except for meetings that occurred during the transition period, parents attended parent meetings at a rate of less than 10% when measured against the entire school population. Finally, the suspension rate was nearing 0.5% for year.

Expected Annual Measureable Outcomes

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

Percentage average daily attendance (ADA).	End of year ADA for 2017/2018 school year was 93.5%.	N/A	End of year ADA for 2017/2018 school year will be 94.5%.	End of year ADA for 2017/2018 school year will be 96%.
Number of activities or events per year providing information to parents.	There are approximately 10 activities or events per year providing information to parents.	N/A	There will be 10 activities/events or more per year providing information to parents.	There will be 10 activities/events or more per year providing information to parents.
Percentage of parents contacted with information regarding their child's progress.	N/A	N/A	100% of parents will be contacted with information regarding their child's progress.	100% of parents will be contacted with information regarding their child's progress.
Number of suspensions per year.	There were 15 suspensions this year.	N/A	15 suspensions per year or less	12 suspensions per year or less

Planned Actions/Services

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

Action #1

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Involve parents by organizing parent committees such as PAC, ELAC/DELAC, Uniform, etc.	Involve parents by organizing parent committees such as PAC, ELAC/DELAC, Uniform, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Action #2

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

Students to be Served	**Location(s)**
N/A	N/A

<div align="center">

OR

</div>

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

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

Actions/Services

Select from New, Modified, or Unchanged	**Select from New, Modified, or Unchanged**	**Select from New, Modified, or Unchanged**

for 2017-18	**for 2018-19**	**for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Contact each parent to provide information regarding progress of child in meeting goals.	Contact each parent to provide information regarding progress of child in meeting goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Action #3

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Conduct VIP awards assembly.	Conduct VIP awards assembly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$1,000	$1,000
Source	N/A	LCFF Base	LCFF Base

Budget Reference	N/A	4000-4999	4000-4999

Action #4

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

Students to be Served		**Location(s)**	
N/A		N/A	

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

| N/A | Provide staff development in the area of PBIS implementation. | Provide staff development in the area of PBIS implementation. |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$8,800	$4,400
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5000-5999	5000-5999

Action #5

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Provide refreshments for parents attending meetings.	Provide refreshments for parents attending meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$2,000	$2,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Utilize consultant to provide parent trainings.

2019-20 Actions/Services

Utilize consultant to provide parent trainings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$2,500	$2,500

Source	N/A	LCFF supplemental and concentration	LCFF supplemental and concentration
Budget Reference	N/A	4000-4999	4000-4999

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Organize parents to volunteer and provide services to students/school. 5% of principal salary	Organize parents to volunteer and provide services to students/school. 5% of principal salary

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$7,107	$7,107
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1000-1999	1000-1999

Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Organize parent library.

2019-20 Actions/Services

Organize parent library.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$500	$500
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4000-4999	4000-4999

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide parents with weekly newsletter.

2019-20 Actions/Services

Provide parents with weekly newsletter.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Action #10

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

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

Actions/Services

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

	New	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Organize and implement student success team activities for struggling students.	Organize and implement student success team activities for struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

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.

The following is a list of the actions/services being funded and provided on a school wide basis:

* Custodial salaries for summer work to complete items on the list of school improvements to be made.
* Fencing off areas of school where items are stored to make a safer environment.
* Increased general maintenance services to ensure that grounds are safe and welcoming.
* Internet upgrade
* Formation Tech labor costs
* Purchase of Pearson Math/consumables
* Purchase of library books
* Hiring of P.E. teacher
* Induction program costs
* 35% of principal salary
* Teacher stipends
* Organize computer lab
* Purchase STAR Math/ELA
* Field trips
* Organize Saturday school program
* Organize parent committees
* Conduct VIP awards assembly
* Provide staff development in PBIS
* Providing refreshments for parent meetings
* Consultant for parent trainings
* Parent Library

Because the unduplicated percentage of students is high at Pathways to College, services that are implemented school wide will benefit those students as well.