

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Camino Nuevo Elementary #3

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Camino Nuevo Charter Academy #3 (CNCA#3) is comprised of the Jose A. Castellanos (Tk-5) and Jane B. Eisner (6-8) Campuses. They are located just southwest of downtown Los Angeles and primarily serve a population of students who are either recent immigrants or descendants of immigrants from Mexico and Central America. The parent community is predominantly Spanish-speaking (Spanish is the dominant, and often only, home language.) More than two-thirds of the incoming kindergarten and first grade students are English learners, while less than 8% of the students exit Eisner as still needing English language services. The school also possesses a school-wide Title 1 program, with virtually all students clearly qualifying for free/reduced lunch.

CNCA#3 serves this community through a responsive, holistic educational program. The elementary campus delivers its academic program through a heritage dual language program in order to leverage the home language for deep academic English acquisition. By middle school, the vast majority of instruction is conducted in English. There is a sizable population of students with special needs, and they are served through a dynamic blended inclusion model.

This LEA follows a balanced literacy model for reading and writing instruction. Math instruction is in transition towards an investigatory approach to teaching, following the tenets of Cognitively Guided Instruction. Science and STEM instruction are new foci at Castellanos as the school attempts to better prepare students for the rigorous science at Eisner. All students receive dedicated art and dance classes throughout the year, with music, technology, and physical education also being high priorities. Both campuses also provide quality after-school programming as well as an extended school year. There are two co-principals of the two campuses, but the Site-Based Council and ELAC are run jointly. The school is administered by the Charter Nuevo Charter Academy, which runs several campuses in the greater MacArthur Park area of Los Angeles.

LCAP Highlights

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

CNCA #3 will begin its second year with an LCAP that focuses on two main goals. These two main goals were created by a variety of stakeholder groups, including the SBC. The groups took the 9 priorities from the 16-17 LCAP and synthesized them into the two goals for the 17-18 LCAP. This synthesis removed redundancy and increased efficiency in monitoring and accountability. For this second year, 18-19, there are only subtle shifts in the LCAP actions and services.

For the Castellanos K-5 site, there are few and minor changes. For example, there are minor changes in personnel. These include the addition of one special education instructional assistant and the addition of a couple of coordinator positions (one will be a SPED coordinator position). These coordinator positions are to be paid through stipends and are not full-time positions. These changes to SPED personnel reflect other improvements to the special education program. There will be increased time dedicated to special education needs within the variety of actions and services planned. These range from professional development around instruction for students with varying learning challenges to professional development around behavioral interventions. Other minor shifts include a focus on integrated ELD instead of systematic ELD, a move to writing instead of reading, and the purchase of Second Step as a curriculum for teaching its character education program.

At the middle school site, this year's LCAP reflects the subtle shift of focus towards integrated language development and strengthened supports for math. Additionally, it reflects the move to leverage experiential learning opportunities, whole child supports, and avenues to continue strengthening partnerships with families

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.

K-5

Upon review of our most recent data, the greatest progress in grades K-5 appears to be centered around Goal #2. In particular, student attendance is currently 1.6% points higher than last year. As well, the percentage of chronically absent students has decreased by over 4%. Parental involvement also appears to have increased (as measured by the number of on-campus activities), though quantitative progress is not fully reliable as baseline numbers were not precise.

Greatest Progress

The greatest academic improvements in K-5, as of April 2018, appear to be in the areas of mathematics. This progress is seen when tracking interim assessment results between Quarter 1 and Quarter 2. Across the grades and across strands, improvements show a gain of 2 - 18% more students near or meeting standard. This holds true for both English learner and SPED subgroups, with the exception of 4th grade English learners and 3rd Grade SWDs. However there were no statistically significant drops in these sub-groups either.

Below is a long-term summary of standardized assessment performance.

ELA SBAC and IAB SCORES

	15-16 SBAC	16-17 SBAC	17-18 IAB	17-18 SBAC
All Students	26.3%	24%	Approx 41% near mt/meets	
ELs		1.6%	Approx 33% near mt/meets	
SWDs		3%	Approx. 25% near mt/meets	

MATH SBAC AND IAB SCORES

	15-16 SBAC	16-17 SBAC	17-18 IAB	17-18 SBAC
All Students	15.4%	16.1%	Approx. 40% near mt/meets	
ELs		4%	Approx. 30% near mt/meets	
SWDs		6.1%	Approx. 10% near mt/meets	

It should be noted, however, that overall student achievement in mathematics still trails achievement in ELA.

Finally, there has been progress in EL reclassification. The school had a 13.02% reclassification rate for this year, which is 8% points greater than last year.

6-8

In grades 6-8, the school made significant progress towards meeting our goals in English Language Development with at least 77% of students with an EL status moving up an ELD level this year. Smarter Balanced Interim Block Assessments demonstrate some growth in both ELA and math, though students who have reclassified struggled more than last year to demonstrate ELA proficiency in this manner; students with a language classification continued to struggle demonstrating mastery in Math proficiency in this manner as well.

6-8th ELA	15-16 SBAC	16-17 SBAC	17-18 IAB	17-18 SBAC
All Students	29%	30%	~37%	
ELs	3%	6%	~8%	
RFEPs	41%	43%	~21%	
SWDs	4%	7%	~15%	

6th-8th Math	15-16 SBAC	16-17 SBAC	17-18 IAB	17-18 SBAC
All Students	15%	16%	~21%	
ELs	6%	1%	~1%	
RFEPs	22%	24%	~28%	
SWDs	8%	3%	~4%	

100% of our students in 6-8 continue to have access to at least one elective class per day. In terms of literacy, we have not seen the gains this year to which we are accustomed. This may be attributed to our curricular shift from largely narrative text to largely informational texts. Additionally, we also are transitioning to a new assessment tool, moving from a tool that is narrative (TCRWP) to a tool that is informational (Level Set).

For goal #2 at the middle school, we are on track to meeting or exceeding our attendance rate outcome, and we have had at least one family member for 92% of our families attend at least one on-site family event this school year. The suspension rate has been higher than anticipated at 3.4% overall (goal of 2%) and 8.8% of SWD (goal of 2%).

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

Upon review of our most recent data, the greatest need for Goal #1 in grades K-5 appears to be student achievement in literacy. Overall performance on interim assessments in reading continues to be slightly higher than in mathematics, however there were no clear gains on interim assessments over the course of the year. Likewise, in internal reading assessments, there were no clear gains. In terms of subgroups, the English learner population has significantly lower performance, even in Spanish reading.

In terms of Goal #2, there are several areas that merit improvement. In terms of suspensions, the K-5 campus is currently trending at a 2% rate. This is above the 1.5% goal. Also, the school has between 80 and 90% of the school on track to make at least 5 visits to the campus for academic or celebratory purposes. This is below the targeted goal.

At the middle school, our greatest needs along with next steps include:

- 1.) strengthening teaching and learning in math,
 - work to implement the recently codified network framework for conceptual mathematics in all math classrooms.
 - deepen teacher internalization of the Danielson Framework for Learning, utilizing this tool to clearly articulate the desired state, reflect on current state as a whole and as individuals, and ensure professional development and other supports align with continued growth and learning toward the desired state.
 - implement a summer bridge program in mathematics for students with foundational gaps in mathematical skills
- 2.) strengthening our dynamic blended inclusion model to support students with disabilities, students who are acquiring English, and students who are struggling to demonstrate proficiency in academic standards.
 - professional development in dynamic blended inclusion and universal accommodations and supports.
 - adding a second RSP teacher to decrease the student to RSP teacher ratio
 - maintaining a special education assistant and Student Behavior Interventionist to support the program.
 - ensuring bell schedule and matrix allow for hallmark practices of DBI (such as co-planning and co-teaching), providing personnel to ensure this time is incorporated into the work-day.
- 3.) deepening staff understanding around mitigating the impacts of trauma and developing trauma sensitive practices, and
 - adding additional mental health resources
 - partnering with mental health resources to provide professional development on trauma sensitivity
 - continue refining our restorative approaches to misbehavior
- 4.) maintaining and strengthening actions and services that are yielding desired results.
 - maintain robust EXL program, working to tighten alignment to standards even further
 - maintain robust family partnership program, working to further develop family leaders and empowering families to plan the direction of this program
 - maintain programs to cultivate positive school culture and promote positive attendance.

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?

At the K-5 level, students with disabilities and English learners continue to be the student groups that performs lowest in both reading and mathematics.

Improvements to the special education department for 2018-2019 include:

1. The creation of 1-2 special education stipend positions for SPED coordination .
2. Increased and focused professional development for all teachers for the following disabilities: speech/language, autism spectrum, specific learning disabilities, and moderate to severe developmental delay. The professional development will address the development of higher individualized intervention strategies and restorative behavior reinforcement for replacement behaviors.
3. The addition of one SPED teacher assistant.
4. Increased release time (3 days/year) for co-teachers to collaboratively plan.

Performance Gaps

Improvements to the English learner program for 2018-2019 include:

1. A shift to reinforcing key systematic ELD concepts by integrating them into the general curriculum. This will specifically occur in writing and writing about reading for English language arts and verbal discourse in mathematics.
2. Greater focus for Title 3 supplemental instruction. The summer school program will be one week longer and will prioritize students who are stagnant at their level of performance. After-school Title 3 intervention will begin earlier in the year and better target English used in standardized testing.

In grades 6-8, a gap in performance continues to exist between students who are English Learners and those who are not English Learners as well as between students with disabilities and students without disabilities. In response to these gaps, the middle school site will be focusing professional development next year on dynamic blended inclusion and universal design, supporting English Learners and students acquiring academic language, and school-support structures specifically targeting the needs of both students with disabilities and students who are learning English.

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

Previously addressed.

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	\$9,266,304
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,114,131

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

The general funds budget expenditures specified above for the 2018-19 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include books and supplies, services and operating expenditures (e.g. utilities), and capital outlay. Indirect costs of \$1,209,244 are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Schools Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration, and in raising student achievement. This support is in the form of ongoing coaching and professional development and training.

Total Projected LCFF Revenues for LCAP Year	\$8,886,776
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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 Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
K-5 Reclassification Rate	<p>2017-18 50% of English Language Learners at the K-5 level will grow 1 ELD level each year</p> <p>3% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.</p>	<p>By June 2018, ____ % of students in grades K-5 have grown 1 ELD level,</p> <p>By April 30 of 2018, 13.02. % of students have reclassified.</p>
6-8 Reclassification Rate	<p>2017-18 20% of students in grades 6-8 with an EL status will grow at least one ELD level by the end of the year. 27% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.</p>	<p>As of May 1, 2018, 77% of students with an EL status in grades 6-8 have grown at least one ELD level since the beginning of the year.</p> <p>As of May 1, 2018, __% of students in grades 6-8 with an EL status have met all criteria to reclassify.</p>

<p>K-5 Reading Level</p>	<p>2017-18 48% of students Grades K-5 students will read on or above grade level in English by the end of the year. ELL: 44% of ELL students will achieve on or above grade level in reading. SpEd: 10% of SPED students will achieve on or above grade level in reading.</p> <p>38% of students Grades K-5 students will read on or above grade level in Spanish. ELL: 44% of ELL students will achieve on or above grade level in reading. SpEd: 14% of SPED students will achieve on or above grade level in reading.</p>	<p>As of April, 2018, 43% of students grades K-5 read at or above grade level in English.</p> <p>-37% of ELL students are reading at or above grade level in English.</p> <p>-22% of students with IEPs are reading at or above grade level in English.</p> <p>As of April 2018, 33% of students in grades K-5 read at or above grade level in Spanish.</p> <p>-34% of ELL students are reading at or above grade level in Spanish.</p> <p>- 14% of students with IEPs are reading at or above grade level in Spanish.</p>
<p>6-8 Reading Levels</p>	<p>2017-18 58% of 6-8th grade students will read on or above grade level in English by the end of the year.</p> <ul style="list-style-type: none"> • 20% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year. • 65% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year. • 20% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year. <p>56% of Grade 6-8 students will meet their reading growth goal in English by the end of the year.</p> <ul style="list-style-type: none"> • 35% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year. • 67% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year. • 43% of 6-8th grade students with disabilities will meet their reading growth goal by the end of the year. 	<p>___% of 6th-8th grade students are reading on or above grade level in English at the end of the year.</p> <ul style="list-style-type: none"> • ___% of 6th-8th grade students who are English Learners are reading at or above grade level at the end of the year. • ___% of 6th-8th grade students who have Reclassified as English Proficient (RFEP) are reading at or above grade level at the end of the year. • ___% of 6th-8th grade students who have disabilities are reading at or above grade level at the end of the year. <p>___% of students in grades 6-8 have met their reading growth goal in English this year.</p> <ul style="list-style-type: none"> • ___% of 6th-8th grade students with an English Learner classification have met their reading growth goal in English this year. • ___% of 6th-8th grade students who have Reclassified as English Proficient (RFEP) have met their reading growth goal in English this year. • ___% of 6th-8th grade students with disabilities have met their reading growth goal in English this year.

K-5 Standards Proficiency

2017-18

There will be an increase of 5% on ELA SBAC by 5% from the 2016-17 scores.

ELL: increase % proficient (at/above standards) by 5%

SpEd : increase % proficient (at/above standards) by 5%

Students levels 3-5 will increase proficiency (% of students who score at/above standard) on Math SBAC by 5% from the 2016-17 scores

ELL: increase % proficient (at/above standards) by 5%

SpEd : increase % proficient (at/above standards) by 5%

6-8 Standards Proficiency

2017-18

40% of all 6-8th grade students will score at or above standards on the ELA SBAC

- 25% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.
- 70% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.
- 25% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.

20% of all 6-8th grade students will score at or above standards on the Math SBAC

- 30% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.
- 60% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.
- 30% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.

__% of all 6-8th grade students scored at or above standards on the 2018 ELA SBAC

- 8% of 6-8th grade students who have an English Learner classification will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.
- 21% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.
- 15% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.

__% of all 6-8th grade students scored at or above standards on the Math SBAC

- 1% of 6-8th grade students who are English Learners have averaged a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.
- 28% of 6-8th grade students who are RFEPs have averaged a 2 or higher(out of 3) on all Interim SBAC assessments in MATH.
- 4% of 6-8th grade students with disabilities have averaged a 2 or higher(out of 3) on all Interim SBAC assessments in MATH.

Elective Courses

2017-18

100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes.

95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.

100% of students K-5 have had access to art, dance, music, technology (through STEM and coding) and physical education.

100% of students in 6-8 continue to have access to technology and/or physical education classes.

Highly Qualified Teachers

2017-18

75% of K-8 teachers are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.

89% of K-8 teachers are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support</p> <ul style="list-style-type: none"> • ELD teachers • Curricular materials (Systematic ELD kits, English 3-D books, etc.) • Release time for ELD assessment analysis and response • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition specialist • Training and ongoing professional development in Systematic ELD, English 3-D, and integrated ELD • At the elementary level, two teachers will be designated Lead ELD teachers who will dedicate two periods per week to program improvement 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support</p> <ul style="list-style-type: none"> • ELD teachers: <ul style="list-style-type: none"> ◦ There are ___ ELD teachers at the K-5 level and 3 teachers who teach ELD at the 6-8 level. • Curricular materials (Systematic ELD kits, English 3-D books, etc.) <ul style="list-style-type: none"> ◦ We have purchased English 3D workbooks to support our English Learners. • Release time for ELD assessment analysis and response <ul style="list-style-type: none"> ◦ 6-8th ELD teachers have had approximately two release days per quarter to analyze ELD data and adjust instruction accordingly, tailoring the support based on student needs. • Train and maintain two Lead Systematic ELD teachers to provide professional development <ul style="list-style-type: none"> ◦ ___ • Language acquisition specialist <ul style="list-style-type: none"> ◦ We have added a 	<p>Systematic ELD Kits - 4000-4999 Books and Supplies - LCFF: \$1,858</p> <p>PD EL Achieve - 5000-5999 Services and Other Operating Expenses - LCFF: \$890</p> <p>PD Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>Asst Principal #1 - 1000-1999 Certificated Salaries - LCFF: \$85,313</p> <p>Benefits - Asst Principal #1 - 3000-3999 Employee Benefits - LCFF: \$21,328</p>	<p>Systematic ELD Kits - 4000-4999 Books and Supplies - LCFF: \$1,858</p> <p>PD EL Achieve - 5000-5999 Services and Other Operating Expenses - LCFF: \$890</p> <p>PD Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>Asst Principal #1 - 1000-1999 Certificated Salaries - LCFF: \$85,313</p> <p>Benefits - Asst Principal #1 - 3000-3999 Employee Benefits - LCFF: \$21,328</p>

	<p>part-time language acquisition specialist at the 6-8 level.</p> <ul style="list-style-type: none"> • Training and ongoing professional development in Systematic ELD, English 3-D, and integrated ELD <ul style="list-style-type: none"> ◦ 6-8th grade teachers received 5 release days for systematic ELD training, and 2 for English 3D. Training in integrated 3D has happened with the entire staff during our weekly professional developments. • At the elementary level, one teacher will be designated Lead ELD teachers who will dedicate one period per week to program improvement <ul style="list-style-type: none"> ◦ • An Assistant Principal was assigned as leadership for English Language Development programs at K-5 <ul style="list-style-type: none"> ◦ 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Two mentor teachers, dedicated primarily to teacher coaching, will be added at the elementary level.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>One mentor teacher coached teachers at the elementary level. Another mentor teacher was promoted to Assistant Principal. This person performed the same role as the Mentor Teacher, with added administrative responsibilities, including evaluation.</p>	<p>Mentor Teacher - 2 - 1000-1999 Certificated Salaries - LCFF: \$108,718 Benefits- Mentor Teacher - 3000-3999 Employee Benefits - LCFF: \$27,180 Assistant Principal #2 - 1000-1999 Certificated Salaries - LCFF: \$86,216 Benefits -Assistant Principal #2 - 3000-3999 Employee Benefits - LCFF: \$21,554</p>	<p>Mentor Teacher - 2 - 1000-1999 Certificated Salaries - LCFF: \$108,718 Benefits- Mentor Teacher - 3000-3999 Employee Benefits - LCFF: \$27,180 Assistant Principal #2 - 1000-1999 Certificated Salaries - LCFF: \$86,216 Benefits -Assistant Principal #2 - 3000-3999 Employee Benefits - LCFF: \$21,554</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support students in demonstrating proficiency on the CELDT to facilitate reclassification.</p> <ul style="list-style-type: none"> • CELDT preparation materials • Professional Development • Family workshops on CELDT preparation 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support students in demonstrating proficiency on the CELDT to facilitate reclassification.</p> <ul style="list-style-type: none"> • CELDT was only administered to incoming Kindergarten students and students new to the country. • Training occurred for teachers with ELPAC preparation materials. • The 6-8th grade teachers who teach ELD received additional professional development in ELPAC preparation. • Professional Development in instructional strategies to lead to success on the ELPAC. • Family workshops on ELPAC preparation 	<p>PD Teacher Release Time-Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Teacher Stipends - CADRE - 1000-1999 Certificated Salaries - LCFF: \$32,000</p>	<p>PD Teacher Release Time-Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Teacher Stipends - CADRE - 1000-1999 Certificated Salaries - LCFF: \$32,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <ul style="list-style-type: none"> • Instructional aids • Online program to support instruction • Language Acquisition Specialist Teacher 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <ul style="list-style-type: none"> • Instructional aids in class • Differentiated Instruction in class • Summer ELD Program • After-school ELD Intervention • At the middle school, we had planned to add a Language Acquisition Specialist Teacher. That role proved challenging to fill, so instead, we added a 	<p>Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$114,368</p> <p>Benefits - Instructional Aides - 3000-3999 Employee Benefits - LCFF: \$28,592</p> <p>Intervention Instruction - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$0</p> <p>Benefits - Intervention Instruction - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$0</p> <p>EL Books - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$0</p>	<p>Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$114,368</p> <p>Benefits - Instructional Aides - 3000-3999 Employee Benefits - LCFF: \$28,592</p> <p>Intervention Instruction - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$28,192</p> <p>Benefits - Intervention Instruction - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$7,048</p> <p>EL Books - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$8,000</p>

	<p>part-time language acquisition coach who worked directly with ELD and content teachers to hone instructional strategies to support our English Learners.</p> <ul style="list-style-type: none"> • For our supplemental ELD intervention programs at the 6-8th level, we utilized both DuoLingo and Read180 to support students who are new to the country or who have been at the intermediate level of ELD for multiple years. 		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide authentic balanced literacy for all students.</p> <ul style="list-style-type: none"> • PD on balanced literacy • PD to support teachers embedding integrated language and vocabulary development in core classes. • PD to support integrated reading and writing instruction. • PD to support leveraging of Spanish-language content to support English language acquisition • Release time for refining unit plans within instructional frameworks for balanced literacy. • Library books • Curricular materials • Literacy Consultant to provide job-embedded PD • The heritage dual language program will be revised to support English acquisition. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide authentic balanced literacy for all students.</p> <ul style="list-style-type: none"> • PD on balanced literacy • PD to support teachers embedding integrated language and vocabulary development in core classes. <ul style="list-style-type: none"> ◦ At the middle school level, we have worked to integrate systematic vocabulary development into all content areas. Additionally, we have provided training in Thinking Maps to all teachers this year working to integrate them into all classrooms and then to use them as a tool for students to "take the language off the map" to support oral language. • PD to support integrated reading and writing instruction. 	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$0</p> <p>PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Summer Planning Time - Teachers - 1000-1999 Certificated Salaries - LCFF: \$12,200</p> <p>Benefits - Summer Planning Time - Teachers - 3000-3999 Employee Benefits - LCFF: \$3,050</p> <p>Books - 4000-4999 Books and Supplies - LCFF: \$4,000</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$40,208</p> <p>PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Summer Planning Time - Teachers - 1000-1999 Certificated Salaries - LCFF: \$12,200</p> <p>Benefits - Summer Planning Time - Teachers - 3000-3999 Employee Benefits - LCFF: \$3,050</p> <p>Books - 4000-4999 Books and Supplies - LCFF: \$4,000</p>

	<ul style="list-style-type: none"> ◦ At the middle school, we provided a two-week training for our teachers in integrate reading and writing instruction. This was supported with regular observations and debriefs, coaching, and additional professional development during the school year. • PD to support leveraging of Spanish-language content to support English language acquisition • Release time for refining unit plans within instructional frameworks for balanced literacy. <ul style="list-style-type: none"> ◦ At the middle school, teachers worked over the summer to refine units of student for Humanities. Additionally, two release days per quarter were provided to the team to analyze data and use that data to make further refinements to the units. • Library books • Curricular materials • Literacy Consultant to provide job-embedded PD • The heritage dual language program will be revised to support English acquisition 		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$19,800</p> <p>Benefits- Instructional Aides - 3000-3999</p> <p>Employee Benefits - LCFF: \$4,950</p> <p>Software - 5000-5999</p> <p>Services and Other</p> <p>Operating Expenses -</p>	<p>Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$19,800</p> <p>Benefits - Instructional Aides - 3000-3999</p> <p>Employee Benefits - LCFF: \$4,950</p> <p>Software - 5000-5999</p> <p>Services and Other</p> <p>Operating Expenses -</p>

<p>Provide supplemental intervention to students reading below grade level</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers • Reading intervention teachers • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support literacy development • Instructional aides • Language & Literacy Coordinator 	<p>Provide supplemental intervention to students reading below grade level</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers <ul style="list-style-type: none"> ◦ At the middle school, our teachers have engaged in professional development on using the pathway for literacy acquisition to support reading growth through both reading in the content and providing structured time and support for students to read at their "just right" level. • Reading intervention teacher. <ul style="list-style-type: none"> ◦ At the middle school, we have one reading intervention teacher. • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) <ul style="list-style-type: none"> ◦ At the middle school, we continue to utilize Read180 and differentiated reading block to support our most vulnerable readers. • Online programs to support literacy development <ul style="list-style-type: none"> ◦ Read180 and Achieve3000 (Level Set) were used in grades 6-8. • Instructional aides <ul style="list-style-type: none"> ◦ 6th-8th grade has 2 instructional aides. • Language & Literacy Coordinator 	<p>LCFF: \$12,500</p>	<p>LCFF: \$12,500</p>
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> • Phonics curriculum • Word study curriculum • Professional Development for teachers • After-school intervention • Summer School • Revised early childhood instructional philosophy to provide increased 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> • Phonics curriculum • Word study curriculum • Professional Development for teachers • After-school intervention • Summer School • Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language expression. 	<p>Summer School - 1000-1999 Certificated Salaries - LCFF: \$18,000</p> <p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,600</p>	<p>Summer School - 1000-1999 Certificated Salaries - LCFF: \$18,000</p> <p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,600</p>

opportunity for developmentally appropriate language expression.			
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development to support teachers execute on rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. • Assistant Principal of Instruction position • Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics • Professional development in Reading and Writing Workshop • Professional development in the California Next Generation Science Standards 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development to support teachers execute on rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. <ul style="list-style-type: none"> ◦ For grades 6-8, the Humanities, math, and science teams each spent two weeks refining pacing and unit plans based on 2017 summative data. • Assistant Principal of Instruction position • Professional development in College Preparatory Math <ul style="list-style-type: none"> ◦ The math team spent a week over the summer at the residential CPM training in Salt Lake City. • Professional development in Cognitively Guided Instruction of Mathematics • Professional development in Reading and Writing Workshop • Professional development in the California Next Generation Science Standards <ul style="list-style-type: none"> ◦ The 6th-8th science team received professional development in the NGSS through network collaboration, outside trainings, and release days to collaborate and apply learning to a refined 6-8 scope and sequence for Science based on NGSS. 	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$0</p> <p>Assistant Principal #3 - 1000-1999 Certificated Salaries - LCFF: \$86,613</p> <p>Benefits - Assistant Principal #3 - 3000-3999 Employee Benefits - LCFF: \$21,653</p> <p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,000</p> <p>PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$40,208</p> <p>Assistant Principal #3 - 1000-1999 Certificated Salaries - LCFF: \$86,613</p> <p>Benefits - Assistant Principal #3 - 3000-3999 Employee Benefits - LCFF: \$21,653</p> <p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,378</p> <p>PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide necessary CCSS aligned curriculum</p> <ul style="list-style-type: none"> • Purchase CCSS aligned instructional materials • Smarter Balanced aligned preparation materials • Release time to analyze CCSS-benchmark assessments • Addition of one full-time STEM teacher • Purchase of science materials and curriculum for Next Gen Science Standards 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide necessary CCSS aligned curriculum</p> <ul style="list-style-type: none"> • Purchase CCSS aligned instructional materials <ul style="list-style-type: none"> ◦ For the middle school, IMA purchased includes complex texts, manipulatives, realia, science equipment, and subscriptions to digital platforms to access CCSS through technology. • Smarter Balanced aligned preparation materials <ul style="list-style-type: none"> ◦ For the middle school, this included purchasing subscriptions to the Ready Common Core test preparation materials used to supplement core instruction. • Release time to analyze CCSS-benchmark assessments <ul style="list-style-type: none"> ◦ Middle school ELA and Math teachers each received release time to analyze quarterly Interim Assessment Blocks through the Smarter Balanced Assessment platform. • Addition of one full-time STEM teacher • Purchase of science materials and curriculum for Next Gen Science Standards <ul style="list-style-type: none"> ◦ At the middle school, this has included the purchase of microscopes, dissection kits, chemicals and chemistry hardware, and other materials to supplement access to NGSS with hands-on labs and experiments. 	<p>Coding Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>Coding Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000</p>
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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide targeted intervention in ELA and Math during and after school to support</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide targeted intervention in ELA and Math during and after school to support</p>		

<p>students who demonstrate difficulty accessing grade level standards</p> <ul style="list-style-type: none"> • Intervention teachers • Intervention Specialist • Online intervention programs aligned to core grade level standards 	<p>students who demonstrate difficulty accessing grade level standards</p> <ul style="list-style-type: none"> • Intervention teachers - CAS ended the year with one intervention teacher. At the middle school, there is one intervention teacher and all but two of the other teachers teach one period of intervention during the school day. • There is after-school ELD intervention to support English acquisition in both ELA and Math at the K-5. At the middle school, there is after school intervention for ELA, math, and Science. • Intervention Specialist • Online intervention programs aligned to core grade level standards 		
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maximize special education instruction to support students with IEPs.</p> <ul style="list-style-type: none"> • Students with IEPs will be strategically clustered to maximize special education supports 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Maximize special education instruction to support students with IEPs.</p> <ul style="list-style-type: none"> • Students with IEPs were strategically clustered to maximize special education supports. • At the middle school, we employed a dynamic schedule for our RSP team, providing additional in-class support time and adjusting the students schedules based on data-based needs, 		

	ensuring all students are always receiving at least the number of support minutes prescribed in each of their IEPs.		
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Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Student laptops, desktops, and/or tablets • Technology coordinator • Technology teacher • Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacher 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Student laptops, desktops, and/or tablets • Technology coordinator <ul style="list-style-type: none"> ◦ We continue to have a technology coordinator at the middle school. • Technology teacher <ul style="list-style-type: none"> ◦ We continue to have a technology teacher at the middle school. • Programs to facilitate ongoing, online assessment (Illuminate, etc.) <ul style="list-style-type: none"> ◦ At the middle school, we regularly use Illuminate to facilitate ongoing online assessment. We additionally use Read180, DuoLingo, and Achieve 3000's Level Set to supplement this. • Addition of one full-time STEM teacher 	<p>Smartboards - 6000-6999 Capital Outlay - LCFF: \$0 Technology Coordinator - 1000-1999 Certificated Salaries - LCFF: \$0 Benefits - Technology Coordinator - 3000-3999 Employee Benefits - LCFF: \$0</p>	<p>Smartboards - 6000-6999 Capital Outlay - LCFF: \$83,000 Technology Coordinator - 1000-1999 Certificated Salaries - LCFF: \$66,068 Benefits - Technology Coordinator - 3000-3999 Employee Benefits - LCFF: \$16,517</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$3,000</p>	<p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$6,000</p>

<p>Ensure all students have access to standards-aligned instructional materials</p> <ul style="list-style-type: none"> • Instructional materials • CCSS aligned textbooks • Science materials and curriculum 	<p>Ensure all students have access to standards-aligned instructional materials</p> <ul style="list-style-type: none"> • Instructional materials • CCSS aligned textbooks (Bridges math curriculum) and trade books in both English and Spanish. • Science materials and curriculum 		
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Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Ensure students have access to classes taught by highly qualified teachers.</p> <ul style="list-style-type: none"> • Credentialed and highly qualified teachers 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Ensure students have access to classes taught by highly qualified teachers.</p> <ul style="list-style-type: none"> • Recruit and retain credentialed and highly qualified teachers. 	<p>Intervention Instruction - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$0</p>	<p>Intervention Instruction - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$382,766</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide electives to complement and widen scope of students learning.</p> <ul style="list-style-type: none"> • Electives teachers • Arts and dance program have been reduced from full year to half-year to provide more academic time in schedule. • Curricular materials for technology classes • Addition of a new STEM teacher 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide electives to complement and widen scope of students learning.</p> <ul style="list-style-type: none"> • Electives teachers <ul style="list-style-type: none"> ◦ At the middle school, we have teachers for Art, technology, PE Academic Language Development, and Advanced Literature during the school day. We also have an after school music teacher who 	<p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$31,446</p> <p>Benefits - Art Teacher - 3000-3999 Employee Benefits - LCFF: \$7,862</p> <p>Dance Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,300</p> <p>Art Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,818</p>	<p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$31,446</p> <p>Benefits - Art Teacher - 3000-3999 Employee Benefits - LCFF: \$7,862</p> <p>Dance Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,300</p> <p>Art Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,818</p>

<ul style="list-style-type: none"> • After School Program • Coding will be added to the third grade curriculum to strength math learning 	<p>runs our after school music program.</p> <ul style="list-style-type: none"> • For K-5, arts and dance program were reduced from full year to half-year (dance) and ten-week residencies (art) in all grade levels except 3rd grade to provide more academic time in schedule. • Curricular materials for technology classes <ul style="list-style-type: none"> ◦ At the middle school, curricular materials for technology have included ___. • Addition of a new STEM teacher for K-5 • After School Program <ul style="list-style-type: none"> ◦ Both the elementary and middle schools offer an after school program. • Coding was added to the third grade curriculum to strength math learning and serve as a digital arts enrichment program. 		
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Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>At the middle school, we have implemented a robust scope and sequence of field trips and other experiential learning opportunities that are integrated into the curriculum and provide concrete learning experience around specific learning objectives.</p> <ul style="list-style-type: none"> • For example, the 8th grade Humanities classes go to Riley's Farm for Civil War themed workshops and a battle reenactment during their unit on the Civil War. All Humanities classes have a similar anchor trip aligned with content (7th grade-- Medieval Times for the Medieval 	<p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>

unit; 6th grade--Getty Villa for the Ancient Greek and Rome unit.) Additionally, to end the first quarter, we take the whole middle school to Santa Monica where students engage in a photo scavenger hunt around the city, which requires them to apply skills an knowledge of content from all of the classes they've had in the first quarter. Further, we offer our 8th graders the opportunity to travel to Boston and New York City for a week where they visit over 60 historical and culturally rich sites that they have studied in Middle School (such as Lexington and Concord, Ellis Island, USS Constitution, Salem Witch Museum, Old North Bridge, 9-11 memorial, etc.)

Analysis

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

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

Virtually all of the actions and services outlined in this plan were executed during the 2017-2018 school year for grades K-8.

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

The effectiveness of the actions and services for the 2017-2018 school year had mixed effectiveness. As of April 2018, there were clear gains in mathematics on interim assessments and the reclassification rate of ELs has far surpassed last year. However, literacy performance has remained stagnant.

At the middle school, the work to ensure students with an English Learner classification are advancing ELD levels has been successful. Students with an EL classification are still struggling to access grade level standards in ELA and math, however. While we do not yet have summative standards data for ELA and Math, the interim data as well as data from internal assessments shows some growth in both areas. We continue to offer each of our students one or more electives courses at the middle school, and as a k-8, 89% of our teachers are appropriately assigned in accordance with section 44258.9. At the middle school this year, we have not seen the large gains in reading level that we usually see. This may be attributed to our shift in reading focus from largely narrative to largely informational as well as a similar shift in assessment tools, moving from Teachers College Reading and Writing Assessment to the Level Set assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A few tangible differences are certain in PD plans that were not fully executed. Certain consultants were not hired (Cognitively guided instruction for math, Dan Feigelson for literacy), as well as a Language Acquisition Specialist at the middle school. As well, the anticipated laptop purchase was reduced in number significantly. Increased expenditures included greater substitute purchases for PD release days. The middle school added a part-time Language Acquisition Coach in lieu of a full time specialist.

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.

At the K-5 level, the execution of the actions and services will differ according to the 18-19 internal strategic

plan. The execution of the literacy work will focus on writing, with specific emphasis on short-response writing and the use of rubrics as a student reflection tool (as opposed to reading for 17-18). The mathematics execution will focus on specifically leveraging student talk (as opposed to general implementation for 17-18). And the ELD execution will focus on integrated language development (through writing in ELA and through discourse in Math), (as opposed to systematic language development for 17-18). We can make these shifts in focus while still maintaining the same basic plan.

At the middle school level, we will focus on teaching in learning in Math leveraging student talk and mathematical reasoning as the targeted areas of focus. A secondary focus, similar to K-5, will be integrated language development into all contents, building on the work we began this year with Thinking Maps as tools to generate language and moving towards explicit instruction in targeted language forms and functions in content areas.

At both campuses, the expected outcomes for the 18-19 school year will be centered more in mathematics than literacy. The selection of student talk is expected to produce a more evenly distributed growth through the grade as the talk will engage more students in learning. We also expect gains specifically in English learners as we will embed ELD in the lessons. Data indicators will include student achievement data (standardized as well as curriculum-based), plus qualitative data rooted in teacher observations.

In literacy at the K-5 level, we will specifically expect gains in short-response writing.

Goal 2

Foster a school climate and culture centered on high levels of student achievement.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
K-5 Attendance Rate	<p>2017-18 Increase the percentage of students with proficient attendance, grade K-5, to 56%</p> <ul style="list-style-type: none"> • ELL: 60%- Increase the percentage of ELL students with proficient attendance to 78% • SpEd: 49%-Increase the percentage of SPED students with proficient attendance to 70% 	<p>As of April 30, 2018, 54% of the students have at least proficient attendance.</p> <p>- 56% of the EL student population has attendance that is at least proficient.</p> <p>--</p>
6-8 Attendance Rates	<p>2017-18 Reduce the percentage of chronically truant students, grades 6-8, to 10%</p> <ul style="list-style-type: none"> • ELL: Reduce the percentage of students who are chronically truant 11%. • RFEP: Reduce the percentage of students who are chronically truant to 7%. • SpEd: Reduce the percentage of students who are chronically truant to below 15%. 	<p>As of May 1, 8% of students in grades 6-8 have chronic absence status.</p> <ul style="list-style-type: none"> • As of May 1, 8% of students who have an English Learner classification in grades 6-8 have chronic absence status. • As of May 1, 7% of students who have Reclassified as English Proficient (RFEP) in grades 6-8 have chronic absence status. • As of May 1, ___% of students with disabilities in grades 6-8 have chronic absence status.
K-5 Suspension Rate	<p>2017-18 The suspension rate in grades K-5 will decrease to 1.5%</p> <ul style="list-style-type: none"> • The ELL suspension rate in grades K-5 will be reduced to 1.5% • The RFEP suspension rate in grades K-5 will be reduced to 1.5% • The SPED suspension rate in grades K-5 will be reduced to 1.5% 	<p>As of April 30, 2018, the suspension rate in grades K-5 is 2%.</p> <p>-the ELL suspension rate in grades K-5 is 1.7%</p> <p>-the RFEP suspension rate in grades K-5 is 2.3% (1 of 43 students)</p> <p>-the SPED suspension rate in grades K-5 is 5.6%.</p>

<p>6-8 Suspension Rate</p>	<p>2017-18 The suspension rate in grades 6-8 will be maintained at fewer 2%</p> <ul style="list-style-type: none"> • The ELL suspension rate in grades 6-8 will be fewer than 2% • The RFEP suspension rate in grades 6-8 will be fewer than 2% • The SPED suspension rate in grades 6-8 will be fewer than 2% 	<p>As of May 1, the suspension rate in grades 6-8 is 3.4%</p> <ul style="list-style-type: none"> • As of May 1, the ELL suspension rate in grades 6-8 is at 2.7% • As of May 1, the RFEP suspension rate in grades 6-8 is 0.7% • As of May 1, the SPED suspension rate in grades 6-8 is 8.8%
<p>Family Participation</p>	<p>2017-18 Parents participating in a school wide events, grades K-8 will increase 5% from 2016-17 rate.</p>	<p>Parents participating in a school wide events, grades K-5 was from 2016-17 rate.</p> <p>At the middle school, 92% of our students have had at least one parent attend at least one family event in the 2017-2018 school year as of May 1.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) • Counselors • PD for teachers and staff on Positive Behavior Supports and Restorative Practices • School-wide community building activities • Elementary and Middle School Deans of Culture • Teaching assistant dedicated to support the work of the Dean of Culture • Camp Camino activities • Technology to track and monitor data related to student engagement (e.g., DeansList) • Mental health counselors • Contracted services for mental health providers. • Professional development for leaders in Positive Behavior Supports, Restorative Justice, and other areas to strengthen culture 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum <ul style="list-style-type: none"> ◦ K-5 purchased Second Step ◦ 6th-8th created advisory units of study based on current needs in the community (e.g., Self-expression, Civic Engagement, Teen Stress, College Awareness, and Teen Health). • Community partnerships (Homies Unidos, EPIC, Girls on the Run, Didi Hirsch, etc.) <ul style="list-style-type: none"> ◦ The middle school has continued partnerships with Homies Unidos, EPIC, Girls on the Run, Didi Hirsch, and FIYA. • 1 full-time Mental Health Counselors and interns from USC and Long Beach • PD for teachers and staff on Positive Behavior Supports and Restorative Practices <ul style="list-style-type: none"> ◦ At the middle school, we have engaged in extensive professional development around Positive Behavior Supports, Restorative Practices, and Trauma Sensitivity. • School-wide community building activities <ul style="list-style-type: none"> ◦ Examples at the middle school 	<p>Mental Health Staff - 2000-2999 Classified Salaries - LCFF: \$45,525</p> <p>Benefits - Mental Health Staff - 2000-2999 Classified Salaries - LCFF: \$10,631</p> <p>Dean of Culture -2 - 1000-1999 Certificated Salaries - LCFF: \$136,706</p> <p>Benefits - Dean of Culture -2 - 3000-3999 Employee Benefits - LCFF: \$34,177</p>	<p>Mental Health Staff - 2000-2999 Classified Salaries - LCFF: \$45,525</p> <p>Benefits - Mental Health Staff - 2000-2999 Classified Salaries - LCFF: \$10,631</p> <p>Dean of Culture -2 - 1000-1999 Certificated Salaries - LCFF: \$136,706</p> <p>Benefits - Dean of Culture -2 - 3000-3999 Employee Benefits - LCFF: \$34,177</p>

include monthly merit days celebrating student growth and achievement, quarterly Camp Camino days devoted to building culture, and quarterly school excursions to blend real-world content learning with community building.

- Elementary and Middle School Deans of Culture
 - Both the elementary and middle schools have a full time Dean of Culture
- *Teaching assistant dedicated to support the work of the Dean of Culture*
 - *The middle school campus continued to employ an assistant to support the Dean of Culture. We also added a Behavior Interventionist to the team to further support this work.*
- Camp Camino activities
 - The Middle School engaged students in Camp Camino Week the first week of school, and then a subsequent quarterly Camp Camino day the first day of each new quarter.
- Technology to track and monitor data related to student engagement (e.g., DeansList)
 - The middle school continued to utilize DeansList to track and monitor data related to student engagement.
- Contracted services for mental health providers.
 - The middle school contracted services with LACDC and Didi Hirsch.
- Professional development for leaders in Positive Behavior Supports, Restorative Justice, and other areas to strengthen culture. See above.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide supports and services to engage and partner with families.</p> <ul style="list-style-type: none"> • Health and wellness courses and workshops for families • Technology to increase communication with families (e.g., School Messenger) • Academic support workshops for families • Social and Emotional Development workshops for families • Family leadership training and workshops • Student and family services coordinator • Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Provide supports and services to engage and partner with families.</p> <ul style="list-style-type: none"> • Health and wellness courses and workshops for families were hosted at both the elementary and middle school campuses. • Technology to increase communication with families (e.g., School Messenger) <ul style="list-style-type: none"> ◦ Both campuses utilize the school messenger robo-call service. • Academic support workshops for families <ul style="list-style-type: none"> ◦ Academic courses and workshops for families were hosted at both the elementary and middle school campuses. This year, the middle school added a partnership with Power my Learning to provide free laptops to 50 students and a robust series of professional development for students and families in academic support through technology. • Mental Health Support Groups for Families <ul style="list-style-type: none"> ◦ At the middle school, there are several mental health support groups for families. • Social and Emotional Development workshops for 	<p>Student and Family Services Coordinator - 2 - 2000-2999 Classified Salaries - LCFF: \$100,836 Benefits - Student and Family Services Coordinator - 2 - 3000-3999 Employee Benefits - LCFF: \$25,209</p>	<p>Student and Family Services Coordinator - 2 - 2000-2999 Classified Salaries - LCFF: \$100,836 Benefits - Student and Family Services Coordinator - 2 - 3000-3999 Employee Benefits - LCFF: \$25,209</p>

	<p>families (Abriendo Puertas)</p> <ul style="list-style-type: none"> ◦ Social and Emotional Development courses and workshops for families were hosted at both the elementary and middle school campuses. • Family leadership training and workshops <ul style="list-style-type: none"> ◦ Family Leadership trainings and workshops were hosted at both the elementary and middle school campuses. • Student and family services coordinator <ul style="list-style-type: none"> ◦ Both campuses each continue to employ a full-time Student and Family Services Coordinator. • Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture • Dedicated tracking of parent attendance of parent involvement activities, including Publishing parties, parent-teacher conferences, student performances, and other displays of academic learning. <ul style="list-style-type: none"> ◦ At both campuses, the SFSCs meticulously track family involvement. • Individualized support services for families in crisis. <ul style="list-style-type: none"> ◦ 		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	<p>Field Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,000</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives • Class trips • Merit Day/Funtastic Friday activities and awards • School dances • Facility rentals (school dances, field days, culmination, etc.) 	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives such as perfect attendance events. <ul style="list-style-type: none"> ◦ At the middle school, students with perfect attendance were recognized and awarded at each Merit Day about once every six weeks. • Class trips <ul style="list-style-type: none"> ◦ The middle school did 4 school wide trips; each of the three grade levels also engaged in an anchor trip for their Humanities Class. The 8th grade class is offered the opportunity to participate in an East Coast trip at the end of the school year. • Merit Day/Funtastik Friday activities and awards <ul style="list-style-type: none"> ◦ At the middle school, students engaged in Merit Days about once every six weeks. • School dances <ul style="list-style-type: none"> ◦ At the middle school, we hosted 8 school dances during the school year. • Facility rentals (school dances, field days, culmination, etc.) <ul style="list-style-type: none"> ◦ The middle school rented space for 8th grade culmination this year. • Whole-school community meetings 		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>College Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,985 PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses -</p>	<p>College Trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,985 PD - Teacher Release Time - Substitutes - 5000-5999 Services and Other Operating Expenses -</p>

<p>Location: All Schools</p> <p>Provide students with experiential learning opportunities</p> <ul style="list-style-type: none"> • Fieldtrips and School Excursions • Guest Speakers • College Visits • Release time to create and refine structures and curricula to support integrated EXL opportunities. 	<p>Location: All Schools</p> <p>Provide students with experiential learning opportunities</p> <ul style="list-style-type: none"> • Field trips and School Excursions <ul style="list-style-type: none"> ◦ The middle school engages students in a robust series of field trips and school excursions, including quarterly school wide trips, and grade level anchor trips for Humanities classes, and the 8th grade East Coast trip to Boston and New York City. • Guest Speakers and performers <ul style="list-style-type: none"> ◦ The middle school has hosted a variety of guest speakers this year, most notably during our Camp Camino days. Speakers have included local business owners, entrepreneurs, scientists, law enforcement, former gang members, teen health experts, and yoga practitioners. • College Visits <ul style="list-style-type: none"> ◦ All students at the middle school had the opportunity to choose and visit one of 5 local colleges and universities this year during Q4 Camp Camino Day. • Release time to create and refine structures and curricula to support integrated EXL opportunities. <ul style="list-style-type: none"> ◦ At the middle school, the majority of this work was done during professional developments and other staff collaboration time during the school day. Release time was provided to the lead teacher for the 8th grade East Coast trip so that she could attend professional development in Boston to collaborate with other educators on effectively integrating this trip into curriculum and vice versa. 	<p>LCFF: \$0</p>	<p>LCFF: \$1,200</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (FIYA, Normandie ParkLAPR, etc.) • Arts & Music programs • After School Program 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (FIYA, Normandie ParkLAPR, etc.) <ul style="list-style-type: none"> ◦ The middle school continued to partner with FIYA and the Los Angeles Department of Parks and Recreation to support our internal sports program. • Arts & Music programs (Everybody Dance) <ul style="list-style-type: none"> ◦ The middle school continued to partner with LOUD and EPIC to provide supplemental music and arts programs to the students. The middle school also added a dedicated Art teacher to the school day. • After School Program <ul style="list-style-type: none"> ◦ Both the elementary and middle school campuses provide an after school program to our students. 	<p>Teacher Stipend - Coach - 1000-1999 Certificated Salaries - LCFF: \$2,000</p> <p>Sports/Field Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,000</p> <p>Dance Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,300</p> <p>Art Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,818</p> <p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$31,446</p> <p>Benefits - Art Teacher - 3000-3999 Employee Benefits - LCFF: \$7,862</p>	<p>Teacher Stipend - Coach - 1000-1999 Certificated Salaries - LCFF: \$2,000</p> <p>Sports/Field Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,920</p> <p>Dance Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,300</p> <p>Art Instruction - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,818</p> <p>Art Teacher - 1000-1999 Certificated Salaries - LCFF: \$31,446</p> <p>Benefits - Art Teacher - 3000-3999 Employee Benefits - LCFF: \$7,862</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p>	<p>After School Program - 5000-5999 Services and Other Operating Expenses - After School Education & Safety: \$163,800</p> <p>Campus Aides - 2000-2999 Classified Salaries - LCFF: \$97,878</p> <p>Cameras - Security -</p>	<p>After School Program - 5000-5999 Services and Other Operating Expenses - After School Education & Safety: \$163,800</p> <p>Campus Aides - 2000-2999 Classified Salaries - LCFF: \$97,878</p> <p>Cameras - Security -</p>

<p>Ensure students safety and appropriate supervision.</p> <ul style="list-style-type: none"> • Campus aides • Security costs • SPED Teacher Assistants for students with moderate to severe disabilities 	<p>Ensure students safety and appropriate supervision.</p> <ul style="list-style-type: none"> • After School program • Campus aides <ul style="list-style-type: none"> ◦ At the middle school, we have four campus aides. • Security costs, including the purchase of a new video security/door entry system. <ul style="list-style-type: none"> ◦ At the middle school, we have updated and augmented our security camera system. We have also contracted additional security for certain school events. • SPED Teacher Assistants for students with moderate to severe disabilities <ul style="list-style-type: none"> ◦ At the middle school, we have not had any students with moderate to severe disabilities in the 2017-2018 school year. ◦ At the K-5, one temporary Teacher assistant to promote replacement behaviors for eloping. 	<p>6000-6999 Capital Outlay - LCFF: \$0</p>	<p>6000-6999 Capital Outlay - LCFF: \$2,900</p>
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide services to support students social and emotional development.</p> <ul style="list-style-type: none"> • Counseling and mental health resources • School-wide assemblies • Professional development for Advisory teachers in advisory framework • Full-time mental health counselor 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide services to support students social and emotional development.</p> <ul style="list-style-type: none"> • Counseling and mental health resources, including both individual therapy and support groups. <ul style="list-style-type: none"> ◦ The middle school has utilized a variety of 	<p>Mental Health Counselors - 5000-5999 Services and Other Operating Expenses - LCFF: \$45,525</p> <p>Benefits - Mental Health Counselors - 3000-3999 Employee Benefits - LCFF: \$10,631</p>	<p>Mental Health Counselors - 5000-5999 Services and Other Operating Expenses - LCFF: \$45,525</p> <p>Benefits - Mental Health Counselors - 3000-3999 Employee Benefits - LCFF: \$10,631</p>

	<p>resources for counseling and mental health support, such as LACDC, Didi Hirsch, Homies Unidos, EPIC, and GRYD.</p> <ul style="list-style-type: none"> • School-wide assemblies <ul style="list-style-type: none"> ◦ The middle school has had quarterly Camp Camino assemblies, Merit Day assemblies about once every six weeks, Monday Morning Meeting assemblies weekly, molestation prevention assemblies, and culmination assemblies. • Professional development for Advisory teachers in advisory framework <ul style="list-style-type: none"> ◦ At the middle school, we have allocated time during our weekly staff development for the advisory framework. • Full-time mental health counselor <ul style="list-style-type: none"> ◦ K-5 • Interns from partnering universities. <ul style="list-style-type: none"> ◦ K-5 		
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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.

At the K-5 level, virtually all planned actions were implemented. At the elementary site, activities that appeared to have maximum impact on the school and will continue on an annual basis include school-wide incentives (Fantastic Friday), perfect attendance rewards (pancakes with the principal), individual therapy and student support groups, art and dance programs, and parent participation in student displays of learning (performances, publishing parties.). Initial analysis indicates the need to expand mental health services, to adopt a formal curriculum to teach our character education program, and to strengthen the parental involvement structure (the parent groups that meet to plan events for the school.)

At the middle school level, attendance and family participation are relative strengths in the 2017-2018 school year whereas the suspension rate is higher than anticipated. As at the elementary site, initial analysis indicates the need to augment mental health services provided to students. Additionally, there is a need to deepen staff understanding of mitigating the impacts of trauma and becoming a trauma sensitive site. This need is coupled with the need to deepen our dynamic blended inclusion model to help support students with disabilities.

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

At the K-5 level there are several indicators of success. The over ADA increased by 1.6%, over the previous year, as of April 29, 2018. The percentage of chronically absent students decreased by 3.6%. The suspension rate remained steady at 2%, though the goal was to decrease to 1.5%. In terms of parental involvement, the school will probably not meet the goal of 90% of parents participating in 5 or more parent involvement activities on campus, though success is hard to determine since this was effectively a baseline year for this metric. It should be well above 80%, however, which indicates success over last year's data (less than 70% of the students had parents attend 2 or more parent-teacher conferences.)

At the middle school level, attendance and family participation are relative strengths in the 2017-2018 school year whereas the suspension rate is higher than anticipated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were relatively minor differences between budgeted and actual expenditures. A few small differences include the purchase of additional security equipment and the purchase of one temporary teacher assistant for special education services. The middle school also added a teaching assistant to support with interventions for students struggling to access content due to socio-emotional challenges.

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.

At the K-5 level, there will be minimal changes to portions of the plan that address attendance as we experienced a high level of success. We will continue with the same formula for incentives and community meetings. For school culture, we will also continue with our character education program, CARES. We will be purchasing a curriculum called Second Step that provides lessons closely aligned with our CARES core values. The metrics to measure success, including attendance and suspension rates and parental involvement data will remain the same.

Similarly, the 6-8 level will continue the actions that are successfully addressing student attendance and family engagement. Despite significant augmentation of restorative practices and alternatives to suspension, our suspension rate is an area of focus for the middle school next year specifically, we will focus on deepening our understanding of the ways in which trauma impacts our students and families, how it may manifest in the classroom, and improve the knowledge, skills, and mindsets required to effectively mitigate these impacts when they impede student learning.

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?

One of the primary duties of the Site Based Council is to monitor and revise the LCAP. Monthly meetings are dedicated to unpacking one or more LCAP goals, looking at data to monitor progress, and making recommendations for adjustment as necessary. Suggestions and recommendations by this council were catalogued and used to refine this year's LCAP. Overall, this year's work was more weighted towards informing and educating the committee about the LCAP and the committee's function because the majority of the committee was new. There were moments of particularly robust input, however, such as the meeting dedicated to review Title 1 and Title 3 funds and programs at our mid-year check-in about the consolidated application.

In addition to the work of this representative body, additional family and staff stakeholder groups were consulted as part of the planning process and annual review. Current data was presented to each group for analysis, and recommendations and suggestions were taken and considered for this year's LCAP on April 26, 2018. A final draft of this year's LCAP was presented to the Site Based Council to get final approval on May 24, 2018.

Impact on LCAP and Annual Update

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

Stakeholder consultations and input were smaller than the previous year as there was greater turnover for this year's LCAP and site-based plan. However, there is particular input on the part of teachers for this update as more opportunities for staff input in general have been provided at the school. This time for staff input gives voice to the teacher members of the SBC. Advice around implementation of our actions/services, changes to student safety, and improving student attendance are a few key areas where input was particularly robust. Suggestions for additional actions and services were also incorporated into this year's LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Data included in the annual update indicate an ongoing need to focus on strengthening our academic program to ensure it is place-based, rigorous, and effectively equipping the students with the knowledge, skills, and mindsets they will need in order to be successful in high school, education after high school and beyond.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K-5 Reclassification Rate	<p>44% of the English Language Learners in grades K-5 grew by 1 ELD level.</p> <p>5.16% of students reclassified.</p>	<p>50% of English Language Learners at the K-5 level will grow 1 ELD level each year</p> <p>3% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.</p>	<p>55% of English Language Learners at the K-5 level will grow 1 ELD level each year</p> <p>6% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.</p>	<p>60% of English Language Learners at the K-5 level will grow 1 ELD level each year</p> <p>9% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.</p>
6-8 Reclassification Rate	<p>As of November, 2016, 14.6% of students in grades 6-8 with an EL status had grown one ELD level.</p> <p>As of March 2017, 22% of students in grades 6-8 with an EL status met all criteria to reclassify.</p>	<p>20% of students in grades 6-8 with an EL status will grow at least one ELD level by the end of the year.</p> <p>27% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.</p>	<p>30% of students in grades 6-8 with an EL status will grow at least one ELD level by the end of the year.</p> <p>35% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.</p>	<p>40% of students in grades 6-8 with an EL status will grow at least one ELD level by the end of the year.</p> <p>45% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.</p>
K-5 Reading Level	<p>43% of K-5 students are currently reading (January 2017) at or above grade level in English.</p> <ul style="list-style-type: none"> 39% of ELL K-5 Students read at or 	<p>48% of students Grades K-5 students will read on or above grade level in English by the end of the year.</p> <p>ELL: 44% of ELL students will achieve on or above grade level in reading.</p>	<p>53% of students Grades K-5 students will read on or above grade level in English by the end of the year.</p> <p>ELL: 49% of ELL students will achieve on or above grade level in reading.</p>	<p>58% of students Grades K-5 students will read on or above grade level in English by the end of the year.</p> <p>ELL: 54% of ELL students will achieve on or above grade level in reading.</p>

	<p>above grade level in English.</p> <ul style="list-style-type: none"> SpEd: 5% of SPED students will achieve on or above grade level in reading. <p>33% of students Grades K-5 students will read on or above grade level in Spanish.</p> <p>ELL: 39% of ELL students will achieve on or above grade level in reading.</p> <p>SpEd: 9% of SPED students will achieve on or above grade level in reading.</p>	<p>SpEd: 10% of SPED students will achieve on or above grade level in reading.</p> <p>38% of students Grades K-5 students will read on or above grade level in Spanish.</p> <p>ELL: 44% of ELL students will achieve on or above grade level in reading.</p> <p>SpEd: 14% of SPED students will achieve on or above grade level in reading.</p>	<p>SpEd: 15% of SPED students will achieve on or above grade level in reading.</p> <p>43% of students Grades K-5 students will read on or above grade level in Spanish.</p> <p>ELL: 49% of ELL students will achieve on or above grade level in reading.</p> <p>SpEd: 19% of SPED students will achieve on or above grade level in reading.</p>	<p>SpEd: 20% of SPED students will achieve on or above grade level in reading.</p> <p>48% of students Grades K-5 students will read on or above grade level in Spanish.</p> <p>ELL: 54% of ELL students will achieve on or above grade level in reading.</p> <p>SpEd: 24% of SPED students will achieve on or above grade level in reading.</p>
6-8 Reading Levels	<p>As of January 2017, 48% of 6-8 students were reading on or above grade level.</p> <p>-15% of 6-8th grade students who are English Learners were reading at or above grade level.</p> <p>-59% of 6-8th grade students who are RFEP were reading at or above grade level.</p> <p>-13% of 6-8th grade students who have disabilities were reading at or above grade level.</p> <p>As of January 2017, 46% of 6-8 students had met their reading growth goal.</p> <p>-25% of 6-8th grade students who are English Learners had met their reading growth goal.</p> <p>-57% of 6-8th grade students who are RFEP had met their reading growth goal.</p> <p>-33% of 6-8th grade students with disabilities had met their reading growth goal.</p>	<p>58% of 6-8th grade students will read on or above grade level in English by the end of the year.</p> <p>-20% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year.</p> <p>-65% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year.</p> <p>-20% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year.</p> <p>56% of Grade K-5 students will meet their reading growth goal in English by the end of the year.</p> <p>-35% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year.</p> <p>-67% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year.</p> <p>-43% of 6-8th grade students</p>	<p>68% of 6-8th grade students will read on or above grade level in English by the end of the year.</p> <p>-30% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year.</p> <p>-70% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year.</p> <p>-30% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year.</p> <p>66% of Grade K-5 students will meet their reading growth goal in English by the end of the year.</p> <p>-45% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year.</p> <p>-72% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year.</p> <p>-48% of 6-8th grade students</p>	<p>73% of 6-8th grade students will read on or above grade level in English by the end of the year.</p> <p>-40% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year.</p> <p>-75% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year.</p> <p>-40% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year.</p> <p>71% of Grade K-5 students will meet their reading growth goal in English by the end of the year.</p> <p>-55% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year.</p> <p>-77% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year.</p> <p>-53% of 6-8th grade students</p>

		with disabilities will meet their reading growth goal by the end of the year.	with disabilities will meet their reading growth goal by the end of the year.	with disabilities will meet their reading growth goal by the end of the year.
K-5 Standards Proficiency	<p>24% of the students scored at Level 3 or above on the SBAC for 2015-2016.</p> <ul style="list-style-type: none"> • ELL: increase % proficient (at/above standards) by 5% • SpEd: increase % proficient (at/above standards) by 5% <p>Students levels 3-5 will increase proficiency (% of students who score at/above standard) on Math SBAC by 5% from the 2015-2016 scores</p> <ul style="list-style-type: none"> • ELL: increase % proficient (at/above standards) by 5% <ul style="list-style-type: none"> • SpEd: increase % proficient (at/above standards) by 5% 	<p>There will be an increase of 5% on ELA SBAC by 5% from the 2016-17 scores.</p> <p>ELL: increase % proficient (at/above standards) by 5%</p> <p>SpEd : increase % proficient (at/above standards) by 5%</p> <p>Students levels 3-5 will increase proficiency (% of students who score at/above standard) on Math SBAC by 5% from the 2016-17 scores</p> <p>ELL: increase % proficient (at/above standards) by 5%</p> <p>SpEd : increase % proficient (at/above standards) by 5%</p>		
6-8 Standards Proficiency	<p>For grades 6-8, 45% of all students scored a 2 or a 3 (out of 3) on the ELA Interim Assessments (up from 11% who scored At/Above on the 2016 ELA SBAC).</p> <ul style="list-style-type: none"> • 16% of English Learners scored a 2 or a 3 (out of 3) on the ELA Interim Assessments (up from 26% who scored At/Above on the 2016 ELA SBAC). • 61% of RFEPS scored a 2 or a 3 (out of 3) on the ELA Interim Assessments (up from 26% who scored At/Above on the 2016 ELA SBAC). 	<p>40% of all 6-8th grade students will score at or above standards on the ELA SBAC</p> <ul style="list-style-type: none"> • 25% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 70% of 6-8th grade students who are RFEPS will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 35% of 6-8th grade students with disabilities will average a 2 or higher 	<p>50% of all 6-8th grade students will score at or above standards on the ELA SBAC</p> <ul style="list-style-type: none"> • 35% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 75% of 6-8th grade students who are RFEPS will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 30% of 6-8th grade students with disabilities will average a 2 or higher 	<p>60% of all 6-8th grade students will score at or above standards on the ELA SBAC</p> <ul style="list-style-type: none"> • 45% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 80% of 6-8th grade students who are RFEPS will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 35% of 6-8th grade students with disabilities will average a 2 or higher

	<ul style="list-style-type: none"> 19% of students with disabilities scored a 2 or a 3 (out of 3) on the ELA Interim Assessments (up from 26% who scored At/Above on the 2016 ELA SBAC). <p>For grades 6-8, 36% of all students scored a 2 or a 3 (out of 3) on the Math Interim Assessments (up from 11% who scored At/Above on the 2016 Math SBAC).</p> <ul style="list-style-type: none"> 21% of English Learners scored a 2 or a 3 (out of 3) on the MATH Interim Assessments (up from 26% who scored At/Above on the 2016 MATH SBAC). 49% of RFEPs scored a 2 or a 3 (out of 3) on the MATH Interim Assessments (up from 26% who scored At/Above on the 2016 MATH SBAC). <p>20% of students with disabilities scored a 2 or a 3 (out of 3) on the MATH Interim Assessments (up from 26% who scored At/Above on the 2016 MATH SBAC).</p>	<p>(out of 3) on all Interim SBAC assessments in ELA.</p> <p>20% of all 6-8th grade students will score at or above standards on the Math SBAC</p> <ul style="list-style-type: none"> 30% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 60% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. <p>30% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.</p>	<p>(out of 3) on all Interim SBAC assessments in ELA.</p> <p>30% of all 6-8th grade students will score at or above standards on the Math SBAC</p> <ul style="list-style-type: none"> 35% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 65% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. <p>35% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.</p>	<p>(out of 3) on all Interim SBAC assessments in ELA.</p> <p>40% of all 6-8th grade students will score at or above standards on the Math SBAC</p> <ul style="list-style-type: none"> 40% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 70% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. <p>40% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.</p>
Elective Courses	<p>100% of our K-5 Students have access to Art, Technology, Dance, Music, and Physical Education classes.</p> <p>100% of students in 6-8 have access to Technology and/or Physical Education Classes.</p>	<p>100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes.</p> <p>95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.</p>	<p>100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes.</p> <p>95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.</p>	<p>100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes.</p> <p>95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.</p>
Highly Qualified Teachers	<p>66% of K-8 teachers are appropriately assigned in accordance with Section</p>	<p>75% of K-8 teachers are appropriately assigned in accordance with Section</p>	<p>80% of K-8 teachers are appropriately assigned in accordance with Section</p>	<p>85% of K-8 teachers are appropriately assigned in accordance with Section</p>

	44258.9 and fully credentialed in the subject areas.	44258.9 and fully credentialed in the subject areas.	44258.9 and fully credentialed in the subject areas.	44258.9 and fully credentialed in the subject areas.
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support</p> <ul style="list-style-type: none"> • ELD teachers • Curricular materials (Systematic ELD kits, English 3-D books, etc.) • Release time for ELD assessment analysis and response • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition specialist • Training and ongoing professional development in Systematic ELD, English 3-D, and integrated ELD • At the elementary level, two teachers will be designated Lead ELD teachers who will dedicate two periods per week to program improvement 	<p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <ul style="list-style-type: none"> • ELD teachers • Curricular materials (Systematic ELD kits, English 3-D books, etc.) • Release time for ELD assessment analysis and response • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition coach • Training and ongoing professional development in Systematic ELD, Academic Language Development, and integrated ELD • At the elementary level, one teacher and one AP are designated ELD leaders who will 	<p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <ul style="list-style-type: none"> • ELD teachers • Curricular materials (Systematic ELD kits, English 3-D books, etc.) • Release time for ELD assessment analysis and response • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition coach • Training and ongoing professional development in Systematic ELD, Academic Language Development, and integrated ELD • At the elementary level, one teacher and one AP are designated ELD leaders who will

dedicate one period per week to program improvement.

dedicate one period per week to program improvement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,858	\$1,858	\$1,858
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Systematic ELD Kits	Books and Supplies; Systematic ELD Kits	Books and Supplies; Systematic ELD Kits
Amount	\$890	\$890	\$890
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development - EL Achieve	Services and Other Operating Expenses; Professional Development - EL Achieve	Services and Other Operating Expenses; Professional Development - EL Achieve
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development
Amount	\$85,313	\$85,313	\$85,313
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Assistant Principal #1	Certificated Salaries; Assistant Principal #1	Certificated Salaries; Assistant Principal #1
Amount	\$21,328	\$21,328	\$21,328
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Assistant Principal	Employee Benefits; Benefits - Assistant Principal	Employee Benefits; Benefits - Assistant Principal

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Two mentor teachers, dedicated primarily to teacher coaching, will be added at the elementary level.

2018-19

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

Modified Action
One mentor teacher, dedicated to instructional coaching and support, will continue at the elementary level. One part time instructional coach/consultant or assistant principal will be added at the 6-8 level to provide additional instructional coaching and support.

2019-20

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

Modified Action
One mentor teacher, dedicated to instructional coaching and support, will continue at the elementary level. One part time instructional coach/consultant or assistant principal will be continue at the 6-8 level to provide additional instructional coaching and support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$108,718	\$108,718	\$108,718
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Mentor Teachers	Certificated Salaries; Mentor Teachers	Certificated Salaries; Mentor Teachers
Amount	\$27,180	\$27,180	\$27,180
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Mentor Teachers	Employee Benefits; Benefits - Mentor Teachers	Employee Benefits; Benefits - Mentor Teachers

Amount	\$86,216	\$86,216	\$86,216
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Assistant Principal #2	Certificated Salaries; Assistant Principal #2	Certificated Salaries; Assistant Principal #2
Amount	\$21,554	\$21,554	\$21,554
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Assistant Principal #2	Employee Benefits; Benefits - Assistant Principal #2	Employee Benefits; Benefits - Assistant Principal #2

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Support students in demonstrating proficiency on the CELDT to facilitate reclassification.</p> <ul style="list-style-type: none"> • CELDT preparation materials • Professional Development • Family workshops on CELDT preparation

2018-19

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

Modified Action
<p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <ul style="list-style-type: none"> • ELPAC preparation materials • Professional Development • Family workshops on ELPAC preparation • Strengthen ELD concepts by integrating systematic curriculum across the curriculum.

2019-20

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

Unchanged Action
<p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <ul style="list-style-type: none"> • ELPAC preparation materials • Professional Development • Family workshops on ELPAC preparation • Strengthen ELD concepts by integrating systematic curriculum across the curriculum.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PD - Teacher Release Time- Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time- Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time- Substitutes
Amount	\$32,000	\$32,000	\$32,000
Source	LCFF	LCFF	LCFF

Budget
Reference

Certificated Salaries;
Teacher Stipends - CADRE, BCLAD

Certificated Salaries;
Teacher Stipends - CADRE, BCLAD

Certificated Salaries;
Teacher Stipends - CADRE, BCLAD

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Provide targeted intervention for stagnant English Learners and recent newcomers.
<ul style="list-style-type: none"> • Instructional aids • Online program to support instruction • Language Acquisition Specialist Teacher

2018-19

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

Modified Action
Provide targeted intervention for stagnant English Learners and recent newcomers.
<ul style="list-style-type: none"> • <i>Instructional aids</i> • <i>Online program to support instruction</i> • <i>Language Acquisition Specialist Teacher</i> • <i>Use of Title 3 funds to pay for ELD summer school and after-school intervention services.</i>

2019-20

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

Modified Action
Provide targeted intervention for stagnant English Learners and recent newcomers.
<ul style="list-style-type: none"> • <i>Instructional aids</i> • <i>Online program to support instruction</i> • <i>Language Acquisition Specialist Teacher</i> • <i>Use of Title 3 funds to pay for ELD summer school and after-school intervention services.</i>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$114,368	\$114,368	\$114,368
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides
Amount	\$28,592	\$28,592	\$28,592
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Benefits - Instructional Aides	Employee Benefits; Benefits - Instructional Aides	Employee Benefits; Benefits - Instructional Aides
Amount	\$28,192	\$28,192	\$28,192
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Classified Salaries; Intervention Instruction	Classified Salaries; Intervention Instruction	Classified Salaries; Intervention Instruction
Amount	\$7,048	\$7,048	\$7,048
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits; Benefits - Intervention Instruction	Employee Benefits; Benefits - Intervention Instruction	Employee Benefits; Benefits - Intervention Instruction
Amount	\$8,000	\$8,000	\$8,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Books and Supplies; Books	Books and Supplies; Books	Books and Supplies; Books

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Modified Action
<p>Provide authentic balanced literacy for all students.</p> <ul style="list-style-type: none"> • PD on balanced literacy • PD to support teachers embedding integrated language and vocabulary development in core classes. • PD to support integrated reading and writing instruction. • PD to support leveraging of Spanish-language content to support English language acquisition • Release time for refining unit plans within instructional frameworks for balanced literacy. • Library books • Curricular materials • Literacy Consultant to provide job-embedded PD • The heritage dual language program will be revised to support English acquisition. 	<p>Provide authentic balanced literacy for all students.</p> <ul style="list-style-type: none"> • <i>PD on balanced literacy with a specific emphasis on writing as a content area at the K-5 level.</i> • <i>PD to support teachers embedding integrated language and vocabulary development in core classes.</i> • <i>PD to support integrated reading, writing, speaking and listening instruction across the curriculum.</i> • <i>PD to support leveraging of Spanish-language content to support English language acquisition</i> • <i>Release time for refining unit plans within instructional frameworks for balanced literacy with a specific emphasis on meeting standards.</i> • <i>Classroom and Library books</i> • <i>Curricular materials</i> • <i>Literacy Consultants to provide job-embedded PD</i> • <i>The heritage dual language program will be revised to support English acquisition</i> • <i>An online reading assessment tool will be</i> 	<p>Provide authentic balanced literacy for all students.</p> <ul style="list-style-type: none"> • <i>PD on balanced literacy with a specific emphasis on writing as a content area at the K-5 level.</i> • <i>PD to support teachers embedding integrated language and vocabulary development in core classes.</i> • <i>PD to support integrated reading, writing, speaking and listening instruction across the curriculum.</i> • <i>PD to support leveraging of Spanish-language content to support English language acquisition</i> • <i>Release time for refining unit plans within instructional frameworks for balanced literacy with a specific emphasis on meeting standards.</i> • <i>Classroom and Library books</i> • <i>Curricular materials</i> • <i>Literacy Consultants to provide job-embedded PD</i> • <i>The heritage dual language program will be revised to support English acquisition</i> • <i>An online reading assessment tool will be</i>

used to measure and track reading achievement by lexile level

used to measure and track reading achievement by lexile level

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PD - Teacher release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher release Time - Substitutes
Amount	\$12,200	\$12,200	\$12,200
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Stipends - Summer Planning	Certificated Salaries; Teacher Stipends - Summer Planning	Certificated Salaries; Teacher Stipends - Summer Planning
Amount	\$3,050	\$3,050	\$3,050
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Teacher Stipends - Summer Planning	Employee Benefits; Benefits - Teacher Stipends - Summer Planning	Employee Benefits; Benefits - Teacher Stipends - Summer Planning
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Books	Books and Supplies; Books	Books and Supplies; Books
Amount	\$40,208	\$40,208	\$40,208
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Provide supplemental intervention to students reading below grade level</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers • Reading intervention teachers • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support literacy development • Instructional aides • Language & Literacy Coordinator

2018-19

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

Modified Action
<p>Provide supplemental intervention to students reading below grade level</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers, including students with IEPs • Intervention teachers • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support literacy development • Instructional aides • Language & Literacy Coordinator • Summer school for readers who are lowest performers • Hi-low library books to support middle grade students who struggle with reading

2019-20

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

Unchanged Action
<p>Provide supplemental intervention to students reading below grade level</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers, including students with IEPs • Intervention teachers • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support literacy development • Instructional aides • Language & Literacy Coordinator • Summer school for readers who are lowest performers • Hi-low library books to support middle grade students who struggle with reading

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$19,800	\$19,800	\$19,800
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides
Amount	\$4,950	\$4,950	\$4,950
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Instructional Aides	Employee Benefits; Benefits - Instructional Aides	Employee Benefits; Benefits - Instructional Aides
Amount	\$195	\$195	\$195
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Software	Services and Other Operating Expenses; Software	Services and Other Operating Expenses; Software

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> Phonics curriculum Word study curriculum Professional Development for teachers After-school intervention Summer School Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language expression.

2018-19

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

Modified Action
<p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> Word study curriculum Professional Development for teachers After-school intervention Title 3 Summer School Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language expression. Literacy intervention teacher

2019-20

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

Unchanged Action
<p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> Word study curriculum Professional Development for teachers After-school intervention Title 3 Summer School Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language expression. Literacy intervention teacher

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Summer School	Certificated Salaries; Summer School	Certificated Salaries; Summer School

Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials
Amount	\$3,600	\$3,600	\$3,600
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<p>Provide professional development to support teachers execute on rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. • Assistant Principal of Instruction position • Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics • Professional development in Reading and Writing Workshop • Professional development in the California Next Generation Science Standards 	<p>Provide professional development to support teachers in executing rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. • Assistant Principal of Instruction position • Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics and its use within the Bridges curriculum • Professional development in Reading and Writing Workshop • Professional development in the California Next Generation Science Standards • Substitutes to provide for release days and instructional labs • Books and materials for professional study • Consultants to provide technical expertise • At the K-5 site, one mentor teacher • Use of a leadership cadre to lead professional development • Addition of a instructional 	<p>Provide professional development to support teachers in executing rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. • Assistant Principal of Instruction position • Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics and its use within the Bridges curriculum • Professional development in Reading and Writing Workshop • Professional development in the California Next Generation Science Standards • Substitutes to provide for release days and instructional labs • Books and materials for professional study • Consultants to provide technical expertise • At the K-5 site, one mentor teacher • Use of a leadership cadre to lead professional development • Continuation of a instructional

	coach/consultant or part-time assistant principal to support in teacher development	coach/consultant or part-time assistant principal to support in teacher development
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$86,613	\$86,613	\$86,613
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Assistant Principal #3	Certificated Salaries; Assistant Principal #3	Certificated Salaries; Assistant Principal #3
Amount	\$21,653	\$21,653	\$21,653
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Assistant Principal #3	Employee Benefits; Benefits - Assistant Principal #3	Employee Benefits; Benefits - Assistant Principal #3
Amount	\$1,378	\$1,378	\$1,378
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide necessary CCSS aligned curriculum

- Purchase CCSS aligned instructional materials
- Smarter Balanced aligned preparation materials
- Release time to analyze CCSS-benchmark assessments
- Addition of one full-time STEM teacher
- Purchase of science materials and curriculum for Next Gen Science Standards

Provide necessary CCSS aligned curriculum

- *Purchase CCSS aligned instructional materials*
- *Smarter Balanced aligned preparation materials*
- *Release time to analyze CCSS-benchmark assessments*
- *Addition of one full-time STEM teacher*
- *Purchase of science materials and curriculum for Next Gen Science Standards*
- *One mentor teacher at k-5 level*
- *substitutes to fund release days for planning*

Provide necessary CCSS aligned curriculum

- *Purchase CCSS aligned instructional materials*
- *Smarter Balanced aligned preparation materials*
- *Release time to analyze CCSS-benchmark assessments*
- *Addition of one full-time STEM teacher*
- *Purchase of science materials and curriculum for Next Gen Science Standards*
- *One mentor teacher at k-5 level*
- *substitutes to fund release days for planning*

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Coding Instruction	Services and Other Operating Expenses; Coding Instruction	Services and Other Operating Expenses; Coding Instruction

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards

- Intervention teachers
- Intervention Specialist
- Online intervention programs aligned to core grade level standards

2018-19

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

Modified Action

Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards

- Intervention teachers
- Intervention specialist
- Online intervention programs aligned to core grade level standards
- Purchase of intervention curriculum in literacy and mathematics

2019-20

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

Unchanged Action

Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards

- Intervention teachers
- Intervention specialist
- Online intervention programs aligned to core grade level standards
- Purchase of intervention curriculum in literacy and mathematics

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Maximize special education instruction to support students with IEPs.

- Students with IEPs will be strategically clustered to maximize special education supports

Maximize special education instruction to support students with IEPs.

- Students with IEPs will be strategically clustered to maximize special education supports and dynamic blended inclusion.
- PD on special education instructional strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.
- PD on special education inclusion strategies, addressing autism spectrum disorders, speech, general learning disabilities, and moderate to severe disabilities.
- PD on special education behavioral modification strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.

Maximize special education instruction to support students with IEPs.

- Students with IEPs will be strategically clustered to maximize special education supports and dynamic blended inclusion.
- PD on special education instructional strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.
- PD on special education inclusion strategies, addressing autism spectrum disorders, speech, general learning disabilities, and moderate to severe disabilities.
- PD on special education behavioral modification strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.

- Substitutes to provide release time to promote co-teaching
- Provision of one-to-two special education coordinator stipends to better support IEP writing and execution.
- Provision of one SPED instructional aide at the K-5 level, and one at the 6-8 level
- Additional RSP teacher added to support 6-8

- Substitutes to provide release time to promote co-teaching
- Provision of one-to-two special education coordinator stipends to better support IEP writing and execution.
- Provision of one SPED instructional aide at the K-5 level, and one at the 6-8 level
- Continue additional RSP teacher

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Student laptops, desktops, and/or tablets • Technology coordinator • Technology teacher • Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacher

2018-19

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

Unchanged Action
<p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Student laptops, desktops, and/or tablets • Technology coordinator • Technology teacher • Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacher

2019-20

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

Unchanged Action
<p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Student laptops, desktops, and/or tablets • Technology coordinator • Technology teacher • Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacher

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$83,000	\$0	\$0
Source	LCFF	LCFF	
Budget Reference	Capital Outlay; Smartboards		
Amount	\$66,068	\$66,068	\$66,068
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries; Technology Coordinator	Certificated Salaries; Technology Coordinator	Certificated Salaries; Technology Coordinator
Amount	\$16,517	\$16,517	\$16,517
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Technology Coordinator	Employee Benefits; Benefits - Technology Coordinator	Employee Benefits; Benefits - Technology Coordinator

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Ensure all students have access to standards-aligned instructional materials

- Instructional materials
- CCSS aligned textbooks
- Science materials and curriculum

2018-19

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

Unchanged Action

Ensure all students have access to standards-aligned instructional materials

- Instructional materials
- CCSS aligned textbooks
- Science materials and curriculum

2019-20

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

Unchanged Action

Ensure all students have access to standards-aligned instructional materials

- Instructional materials
- CCSS aligned textbooks
- Science materials and curriculum

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials

Action 14

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Ensure students have access to classes taught by highly qualified teachers.

- Credentialed and highly qualified teachers

2018-19

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

Unchanged Action

Ensure students have access to classes taught by highly qualified teachers.

- Credentialed and highly qualified teachers

2019-20

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

Unchanged Action

Ensure students have access to classes taught by highly qualified teachers.

- Credentialed and highly qualified teachers

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$382,766	\$382,766	\$382,766
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Intervention Instruction	Certificated Salaries; Intervention Instruction	Certificated Salaries; Intervention Instruction

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Provide electives to complement and widen scope of students learning.</p> <ul style="list-style-type: none"> • Electives teachers • Arts and dance program have been reduced from full year to half-year to provide more academic time in schedule. • Curricular materials for technology classes • Addition of a new STEM teacher • After School Program • Coding will be added to the third grade curriculum to strength math learning

2018-19

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

Modified Action
<p>Provide electives to complement and widen scope of students learning.</p> <ul style="list-style-type: none"> • <i>Electives teachers</i> • <i>Arts and dance program have been reduced from full year to half-year or less to provide more academic time in schedule.</i> • <i>Curricular materials for technology classes</i> • <i>Addition of a new STEM teacher and STEM curriculum</i> • <i>After-School Program</i> • <i>Coding will be added to the third grade curriculum</i>

2019-20

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

Unchanged Action
<p>Provide electives to complement and widen scope of students learning.</p> <ul style="list-style-type: none"> • <i>Electives teachers</i> • <i>Arts and dance program have been reduced from full year to half-year or less to provide more academic time in schedule.</i> • <i>Curricular materials for technology classes</i> • <i>Addition of a new STEM teacher and STEM curriculum</i> • <i>After-School Program</i> • <i>Coding will be added to the third grade curriculum</i>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$31,446	\$31,446	\$31,446
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Art Teacher	Certificated Salaries; Art Teacher	Certificated Salaries; Art Teacher

Amount	\$7,862	\$7,862	\$7,862
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Art Teacher	Employee Benefits; Benefits - Art Teacher	Employee Benefits; Benefits - Art Teacher
Amount	\$12,300	\$12,300	\$12,300
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Dance Instruction	Services and Other Operating Expenses; Dance Instruction	Services and Other Operating Expenses; Dance Instruction
Amount	\$9,818	\$9,818	\$9,818
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Art Instruction	Services and Other Operating Expenses; Art Instruction	Services and Other Operating Expenses; Art Instruction

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives

2018-19

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

Unchanged Action

Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives

2019-20

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

Unchanged Action

Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Field Trips	Services and Other Operating Expenses; Field Trips	Services and Other Operating Expenses; Field Trips

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

Modified Goal

Goal 2

Foster a school climate and culture centered on high levels of student achievement, restorative justice, and pride in bilingualism and multiculturalism.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K-5 Attendance Rate	<p>51% of students had proficient attendance as of January for the the 2016-2017 School Year.</p> <ul style="list-style-type: none"> 55% of students who are EL <p>44% of students who have IEPs.</p>	<p>Increase the percentage of students with proficient attendance, grade K-5, to 56%</p> <ul style="list-style-type: none"> ELL: 60%- Increase the percentage of ELL students with proficient attendance to 78% <p>SpEd: 49%-Increase the percentage of SPED students with proficient attendance to 70%</p>	<p>Increase the percentage of students with proficient attendance, grade K-5, to 61%</p> <ul style="list-style-type: none"> ELL: 65%- Increase the percentage of ELL students with proficient attendance to 78% SpEd: 53%-Increase the percentage of SPED students with proficient attendance to 75% 	<p>Increase the percentage of students with proficient attendance, grade K-5, to 66%</p> <ul style="list-style-type: none"> ELL: 70%- Increase the percentage of ELL students with proficient attendance to 78% SpEd: 58%-Increase the percentage of SPED students with proficient attendance to 80%
6-8 Attendance Rates	<p>As of April, 2017, 12% of all students had chronic truant attendance status.</p> <p>ELL: As of April, 2017, 13% of all students who were English Learners had chronic truant attendance status.</p> <p>RFEP: As of April, 2017, 9% of all students who were designated RFEP had chronic truant attendance status.</p>	<p>Reduce the percentage of chronically truant students, grades 6-8, to 10%</p> <p>ELL: Reduce the percentage of students who are chronically truant 11%.</p> <p>RFEP: Reduce the percentage of students who are chronically truant to 7%.</p> <p>SpEd: Reduce the percentage of students who are</p>	<p>Reduce the percentage of chronically truant students, grades 6-8, to 7%</p> <p>ELL: Reduce the percentage of students who are chronically truant 8%.</p> <p>RFEP: Reduce the percentage of students who are chronically truant to 4%.</p> <p>SpEd: Reduce the percentage of students who are</p>	<p>Reduce the percentage of chronically truant students, grades 6-8, to 3%</p> <p>ELL: Reduce the percentage of students who are chronically truant 4%.</p> <p>RFEP: Reduce the percentage of students who are chronically truant to below 2%.</p> <p>SpEd: Reduce the percentage</p>

	SWD: As of April, 2017, 17% of all students who had IEPs had chronic truant attendance status.	chronically truant to below 15%.	chronically truant to below 12%.	of students who are chronically truant to below 8%.
K-5 Suspension Rate	The suspension rate in grades K-5 is under 2%. There have been 9 total suspensions all year for these grades.	The suspension rate in grades K-5 will decrease to 1.5% <ul style="list-style-type: none"> • The ELL suspension rate in grades K-5 will be reduced to 1.5% • The RFEP suspension rate in grades K-5 will be reduced to 1.5% <p>The SPED suspension rate in grades K-5 will be reduced to 1.5%</p>	The suspension rate in grades K-5 will decrease to 1% <ul style="list-style-type: none"> • The ELL suspension rate in grades K-5 will be reduced to 1% • The RFEP suspension rate in grades K-5 will be reduced to 1% • The SPED suspension rate in grades K-5 will be reduced to 1% 	The suspension rate in grades K-5 will decrease to .5% <ul style="list-style-type: none"> • The ELL suspension rate in grades K-5 will be reduced to .5% • The RFEP suspension rate in grades K-5 will be reduced to .5% • The SPED suspension rate in grades K-5 will be reduced to .5%
6-8 Suspension Rate	As of April, 2017, the suspension rate for 6-8 is 1.5%. The ELL suspension rate is .8%. The RFEP suspension rate is 0. The SPED suspension rate is .3%	The suspension rate in grades 6-8 will be maintained at fewer 2% The ELL suspension rate in grades 6-8 will be fewer than 2% The RFEP suspension rate in grades 6-8 will be fewer than 2% The SPED suspension rate in grades 6-8 will be fewer than 2%	The suspension rate in grades 6-8 will be maintained at fewer 2% The ELL suspension rate in grades 6-8 will be fewer than 2% The RFEP suspension rate in grades 6-8 will be fewer than 2% The SPED suspension rate in grades 6-8 will be fewer than 2%	The suspension rate in grades 6-8 will be maintained at fewer 2% The ELL suspension rate in grades 6-8 will be fewer than 2% The RFEP suspension rate in grades 6-8 will be fewer than 2% The SPED suspension rate in grades 6-8 will be fewer than 2%
Family Participation	TBD	Parents participating in a school wide events, grades K-8 will increase 5% from 2016-17 rate.	Parents participating in a school wide events, grades K-8 will increase 5% from 2017-2018 rate.	Parents participating in a school wide events, grades K-8 will increase 5% from 2018-2019 rate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<p>Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) • Counselors • PD for teachers and staff on Positive Behavior Supports and Restorative Practices • School-wide community building activities • Elementary and Middle School Deans of Culture • Teaching assistant dedicated to support the work of the Dean of Culture • Camp Camino activities • Technology to track and monitor data related to student engagement (e.g., DeansList) • Mental health counselors • Contracted services for mental health 	<p>Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) • Counselors • Purchase of Second Step Curriculum to teach the K-5 core character values (CARES) • School-wide community building activities • Elementary Dean of Culture • Add Director of Student and Family Services (DSFS) at the Middle School • Assistant dedicated to support the work of the Dean of Culture/DSFS • Camp Camino activities • Technology to track and monitor data related to student engagement (e.g., DeansList) • Mental health counselors 	<p>Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) • Counselors • Purchase of Second Step Curriculum to teach the K-5 core character values (CARES) • School-wide community building activities • Elementary Dean of Culture • Continue Director of Student and Family Services (DSFS) at the Middle School • Assistant dedicated to support the work of the Dean of Culture/DSFS • Camp Camino activities • Technology to track and monitor data related to student engagement (e.g., DeansList) • Mental health counselors

providers. • Professional development for leaders in Positive Behavior Supports, Restorative Justice, and other areas to strengthen culture	• Contracted services for mental health providers. • Professional development for teachers and leaders in Positive Behavior Supports, Trauma Sensitive Practices, Restorative Justice, and other areas to strengthen culture	• Contracted services for mental health providers. • Professional development for teachers and leaders in Positive Behavior Supports, Trauma Sensitive Practices, Restorative Justice, and other areas to strengthen culture
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,525	\$45,525	\$45,525
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Mental Health Counselors	Classified Salaries; Mental Health Counselors	Classified Salaries; Mental Health Counselors
Amount	\$10,631	\$10,631	\$10,631
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefots - Mental health Counselors	Employee Benefits; Benefots - Mental health Counselors	Employee Benefits; Benefots - Mental health Counselors
Amount	\$136,706	\$136,706	\$136,706
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Deans of Culture -2	Certificated Salaries; Deans of Culture -2	Certificated Salaries; Deans of Culture -2
Amount	\$34,177	\$34,177	\$34,177
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Deans of Culture - 2	Employee Benefits; Benefits - Deans of Culture - 2	Employee Benefits; Benefits - Deans of Culture - 2

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide supports and services to engage and partner with families.

- Health and wellness courses and workshops for families
- Technology to increase communication with families (e.g., School Messenger)
- Academic support workshops for families
- Social and Emotional Development workshops for families
- Family leadership training and workshops
- Student and family services coordinator
- Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture

Provide supports and services to engage and partner with families.

- Health and wellness courses and workshops for families
- Technology to increase communication with families (e.g., School Messenger, PowerMyLearning, Family Playlist)
- Academic support workshops for families
- Social and Emotional Development workshops for families
- Family leadership training and workshops
- Student and family services coordinator
- Director of Student and Family Services at the Middle School
- Family support groups facilitated by Mental health therapist
- Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture
- Partnership with outside organizations to engage and support families (e.g., PowerMyLearning, Magnolia Place, Didi Hirsh, etc.)

Provide supports and services to engage and partner with families.

- Health and wellness courses and workshops for families
- Technology to increase communication with families (e.g., School Messenger, PowerMyLearning, Family Playlist)
- Academic support workshops for families
- Social and Emotional Development workshops for families
- Family leadership training and workshops
- Student and family services coordinator
- Director of Student and Family Services at the Middle School
- Family support groups facilitated by Mental health therapist
- Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture
- Partnership with outside organizations to engage and support families (e.g., PowerMyLearning, Magnolia Place, Didi Hirsh, etc.)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,836	\$100,836	\$100,836
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Studen & Family Services Coordinator - 2	Classified Salaries; Studen & Family Services Coordinator - 2	Classified Salaries; Studen & Family Services Coordinator - 2
Amount	\$25,209	\$25,209	\$25,209
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Student & Family Services Coordinator	Employee Benefits; Benefits - Student & Family Services Coordinator	Employee Benefits; Benefits - Student & Family Services Coordinator

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives • Class trips • Merit Day/Funtastic Friday activities and awards • School dances • Facility rentals (school dances, field days, culmination, etc.)

2018-19

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

Unchanged Action
<p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives • Class trips • School trips • Merit Day/Funtastic Friday activities and awards • School dances and events • Facility rentals (school dances, field days, culmination, etc.) • Camp Camino Activities • Jaguar Spirit Week activities

2019-20

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

Unchanged Action
<p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives • Class trips • School trips • Merit Day/Funtastic Friday activities and awards • School dances and events • Facility rentals (school dances, field days, culmination, etc.) • Camp Camino Activities • Jaguar Spirit Week activities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses;
Field Trips

Services and Other Operating Expenses;
Field Trips

Services and Other Operating Expenses;
Field Trips

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Provide students with experiential learning opportunities

- Fieldtrips and School Excursions
- Guest Speakers
- College Visits
- Release time to create and refine structures and curricula to support integrated EXL opportunities.

2018-19

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

Unchanged Action

Provide students with experiential learning opportunities

- Field trips and School Excursions
- Guest Speakers
- College Visits
- Release time to create and refine structures and curricula to support integrated EXL opportunities.
- Student government (national membership fees, trainings, conferences, etc.)
- Project and presentation-based learning opportunities

2019-20

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

Unchanged Action

Provide students with experiential learning opportunities

- Field trips and School Excursions
- Guest Speakers
- College Visits
- Release time to create and refine structures and curricula to support integrated EXL opportunities.
- Student government (national membership fees, trainings, conferences, etc.)
- Project and presentation-based learning opportunities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,186	\$3,186	\$3,186
Source	LCFF	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses; Field Trips / College Trips	Services and Other Operating Expenses; Field Trips / College Trips	Services and Other Operating Expenses; Field Trips / College Trips
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes	Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
<p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (FIYA, Normandie Park, LAPR, etc.) • Arts & Music programs • After School Program

2018-19

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

Modified Action
<p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (e.g., FIYA, Normandie Park, LAPR, etc.) • Arts, Dance, and Music programs (e.g., LOUD) • After School Program

2019-20

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

Unchanged Action
<p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (e.g., FIYA, Normandie Park, LAPR, etc.) • Arts, Dance, and Music programs (e.g., LOUD) • After School Program

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Stipend - Coach	Certificated Salaries; Teacher Stipend - Coach	Certificated Salaries; Teacher Stipend - Coach
Amount	\$9,920	\$9,920	\$9,920
Source	LCFF	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses; Sports/Field Fees	Services and Other Operating Expenses; Sports/Field Fees	Services and Other Operating Expenses; Sports/Field Fees
Amount	\$12,300	\$12,300	\$12,300
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Dance Instruction	Services and Other Operating Expenses; Dance Instruction	Services and Other Operating Expenses; Dance Instruction
Amount	\$9,818	\$9,818	\$9,818
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Art Instruction	Services and Other Operating Expenses; Art Instruction	Services and Other Operating Expenses; Art Instruction
Amount	\$31,446	\$31,446	\$31,446
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Art Teacher	Certificated Salaries; Art Teacher	Certificated Salaries; Art Teacher
Amount	\$7,862	\$7,862	\$7,862
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Art Teacher	Employee Benefits; Benefits - Art Teacher	Employee Benefits; Benefits - Art Teacher

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Ensure students safety and appropriate supervision.

- Campus aides
- Security costs
- SPED Teacher Assistants for students with moderate to severe disabilities

2018-19

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

Ensure students safety and appropriate supervision.

- Campus aides
- Security costs
- SPED Teacher Assistants for students with moderate to severe disabilities
- Student Behavior Interventionist

2019-20

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

Ensure students safety and appropriate supervision.

- Campus aides
- Security costs
- SPED Teacher Assistants for students with moderate to severe disabilities
- Student Behavior Interventionist

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$163,800	\$163,800	\$163,800
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	Services and Other Operating Expenses; After School Program	Services and Other Operating Expenses; After School Program	Services and Other Operating Expenses; After School Program
Amount	\$97,878	\$97,878	\$97,878
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Campus Aides	Classified Salaries; Campus Aides	Classified Salaries; Campus Aides
Amount	\$2,900	\$0	\$0
Source	LCFF		
Budget Reference	Capital Outlay; Cameras - Security		

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide services to support students social and emotional development.

- Counseling and mental health resources
- School-wide assemblies
- Professional development for Advisory teachers in advisory framework
- Full-time mental health counselor

Provide services to support students social and emotional development.

- *Counseling and mental health resources*
- *School-wide assemblies*
- *Professional development for Advisory teachers in advisory framework and in Restorative Justice*
- *Full-time mental health counselor*
- *Professional development for all staff on special education inclusion strategies for students with disabilities*
- *Adoption of select Second Step lessons to teach K-5 character education program (CARES)*
- *Peer Mediators training and support*

Provide services to support students social and emotional development.

- *Counseling and mental health resources*
- *School-wide assemblies*
- *Professional development for Advisory teachers in advisory framework and in Restorative Justice*
- *Full-time mental health counselor*
- *Professional development for all staff on special education inclusion strategies for students with disabilities*
- *Adoption of select Second Step lessons to teach K-5 character education program (CARES)*
- *Peer Mediators training and support*

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,525	\$45,525	\$45,525

Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Mental Health Counselors	Classified Salaries; Mental Health Counselors	Classified Salaries; Mental Health Counselors
Amount	\$10,631	\$10,631	\$10,631
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Benefits - Mental Health Counselors	Employee Benefits; Benefits - Mental Health Counselors	Employee Benefits; Benefits - Mental Health Counselors

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$2,027,772

Percentage to Increase or Improve Services:

33.90%

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

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

The 3-Year UPP Average is 98.29% and all actions/services are delivered on a LEA-wide basis.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$1,558,138	\$2,249,543	\$2,114,131	\$2,114,131
1000-1999 Certificated Salaries	630,658	1,079,492	1,078,492	1,078,492
2000-2999 Classified Salaries	389,038	417,230	452,124	452,124
3000-3999 Employee Benefits	214,048	237,613	248,244	248,244
4000-4999 Books and Supplies	13,858	24,858	24,858	24,858
5000-5999 Services and Other Operating Expenses	310,536	404,450	310,413	310,413
6000-6999 Capital Outlay	0	85,900	0	0

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$1,558,138	\$2,249,543	\$2,114,131	\$2,114,131
After School Education & Safety	163,800	163,800	163,800	163,800
Federal Revenues - Title I	0	382,766	382,766	382,766
Federal Revenues - Title II	0	80,416	40,208	40,208
Federal Revenues - Title III	0	43,240	43,240	43,240
LCFF S & C/Contributing to Increased or Improved Services	1,394,338	1,579,321	1,484,117	1,484,117

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$1,558,138	\$2,249,543	\$2,114,131	\$2,114,131
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	382,766	382,766	382,766
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	630,658	696,726	695,726	695,726
2000-2999 Classified Salaries	Federal Revenues - Title III	0	28,192	28,192	28,192
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	389,038	389,038	423,932	423,932
3000-3999 Employee Benefits	Federal Revenues - Title III	0	7,048	7,048	7,048
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	214,048	230,565	241,196	241,196
4000-4999 Books and Supplies	Federal Revenues - Title III	0	8,000	8,000	8,000

4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	13,858	16,858	16,858	16,858
5000-5999 Services and Other Operating Expenses	After School Education & Safety	163,800	163,800	163,800	163,800
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	80,416	40,208	40,208
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	146,736	160,234	106,405	106,405
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	85,900	0	0

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

All Funding Sources	\$1,361,681	\$1,361,681
Federal Revenues - Title I	382,766	382,766
Federal Revenues - Title II	40,208	40,208
Federal Revenues - Title III	43,240	43,240
LCFF S & C/Contributing to Increased or Improved Services	895,467	895,467

Foster a school climate and culture centered on high levels of student achievement, restorative justice, and pride in bilingualism and multiculturalism.

All Funding Sources	\$752,450	\$752,450
After School Education & Safety	163,800	163,800
LCFF S & C/Contributing to Increased or Improved Services	588,650	588,650

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

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

All Funding Sources	\$809,809	\$1,495,194
Federal Revenues - Title I	0	382,766
Federal Revenues - Title II	0	80,416
Federal Revenues - Title III	0	43,240
LCFF S & C/Contributing to Increased or Improved Services	809,809	988,772

Foster a school climate and culture centered on high levels of student achievement.

All Funding Sources	\$748,329	\$754,349
After School Education & Safety	163,800	163,800
LCFF S & C/Contributing to Increased or Improved Services	584,529	590,549

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