

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 L
[LCFF Evaluation Rubrics](#): Essential data to support completion of the LEA's full data set; specific links to the rubrics are provided

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

American Indian Public Charter School I is located in downtown Oakland. We serve **150** students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

- 1) Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.
- 2) Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
- 3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.
- 4) Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.
- 5) Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

LCAP Highlights

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

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

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

Greatest Progress

AIPCS has continuously this past year, increased the percentage of students meeting or exceeding standards on the CAASPP in English language arts in grades 6th-8th. Low-income student groups also had academic improvements in English language arts and/or mathematics. The expansion of the role of counselors to support our students socio-emotional wellness.

AIPCS was recognized by Innovate Public Schools as one of three schools in the Bay Area for eliminating the achievement gap among Low-Income African American students in Math.

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

Our greatest needs have been academically preparing our English Learners and SPED students who are new to the district. In addition, students that are new to the district may have longer commutes that have in turn affected chronic truancy and absenteeism rates . When a student first attends our school we strive provide the proper tools to support students to ensure that they are performing at grade level.

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

Performance Gaps

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system.

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

Plan which is aligned to the district's LCAP. Additional ways that AIPCS has increased or improved services include:

- Activities include expanding the number of school counselors, adding opportunities for original credit and credit recovery during math camp, increasing number of students serves in after school tutoring program by 25%, expanding family literacy and programs at Title I sites, and adding additional students and staff to Middle College program.
- Activities include targeted professional development on prioritizing standards, creating culturally responsive learning environments, utilizing restorative practices, improving the teaching of mathematics, and ELA standards and supporting the needs of long term English learners (LTELs) and SPED students with IEP/504 plans.
- Activities include expanding the number of community liaisons at school site and providing resources for families.
- Activities expanding the number of community liaisons at school site and providing regular training and expanding site and district parent education opportunities.

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	\$ 1,656,004
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,614,683

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 California Education Code requires that local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included with the LCAP unless they are specifically support the goals and services included in the document. For this reason, restricted expenditures (such as those in Title I, II, and III) are generally not included as part of LCAP expenditures unless specifically identified as a funding source. Any significant revisions to the LCAP will be developed in collaboration with the SSC (School Site Council) FAC (Family Advisory Committee) and the DLAC (District English Advisory Committee) and presented to the Board for approval.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,102,096

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

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
Metric - 70% of students that have an initial retention meeting will be promoted to the next grade level	70% of students will be promoted to the next grade level.
50% of students performing below the range for “Standard Exceeded” would increase 1 achievement level descriptor in at least one SBAC assessment.	Pending SBAC results for 2017-2018 school year
Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	Students that are struggling to pass with grades C- and below in ELA and/or Math were provided pull-out/push-in tutoring services up to once a week. Students with a C- or below were provided one hour of tutoring after school, In order to compensate for a lack of RSP services, the school also offered more frequent Academic Saturday Schools for the purpose of individualized student support in order to close the achievement gap.
Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.	4 additional clerks were hired to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

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>1. School will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.</p> <p>2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.</p> <p>3. Develop, monitor and refine information that provides real time data, reporting and dashboards</p>	<p>1. AIPCS utilizes Illuminate benchmark assessments (ELA 6-8, Math 6-8) Ellevation is used for leveling ELs and LTELS and ELD development standards. Data was aggregated and shared, though it was not regularly used to develop plans, set goals, and monitor progress.</p> <p>2. Illuminate assessments were administered to students to determine benchmarks and formative data to drive instruction.</p> <p>3. Surveys were administered to families and students to evaluate and reflect school climate, safety and feedback from families. Teachers were trained in using Illuminate and Ellevations platforms that provide real time data and reports to drive instruction.</p>	\$1,600.00	\$2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p> <ul style="list-style-type: none"> Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELS) and 	<p>1. Pull out services are provided throughout the week to support ELs and LTELS. Newcomers received 30 mins daily of instruction. LTELS attends twice week for an hr. Assessments were given to determine their levels.</p>	\$33,00.00	\$34,800

<p>reclassified students</p> <ul style="list-style-type: none"> • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. <p>2. Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	<p>Ellevation platform leveling is used to determine short and long term needs, in addition to discussion with classroom teachers and consideration of language development.</p> <p>Specific actions to accelerate language acquisition include using subgrant funds to meet accountability measures by continuing to implement small group intervention through classroom EL instructors for 1 hour on regular school days.</p> <p>2. Parents were invited to learn more about this child's needs. Update parents on the new ELPAC state test.</p> <p>Reclassification meeting was held to inform parents about ELD program to support their needs.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are</p>	<p>1.The ratio of support staff to students was maintained. These intervention aides have received at least five hours of professional development per semester. Students struggling in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>	<p>\$70,200.00</p>	<p>\$70,000</p>

struggling to pass with grades C- and below in ELA and/or Math.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will receive academic advising and assistance with college readiness.	Eighth grade students attended academic presentations to understand A-G requirements, AP courses, and how they relate to college admissions. Credit recovery was offered to 8th graders so that they would be able to enroll in college-preparatory courses in high school.	\$35,000.00	\$25,000

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected	Actual
Student Attendance Rate: 97.3% ADA	Student Attendance Rate: 97.60% ADA
School Climate Survey- Safety Student Survey: 89.87% Family Survey: 91.8%	School Climate Survey- Safety Student Survey: 81% Family Survey: 95%%
School Climate Survey- High Expectations Family Survey: 95.4%	School Climate Survey- High Expectations Family Survey: 93%
School Climate Survey- Caring Relationship Student Survey: 90.2%	School Climate Survey- Caring Relationship Student Survey: 79%
Facilities Inspection Tool (percent at good or better): Good Lunch Participation- Family Lunch Survey: 90% Student Lunch Survey: 82%	Lunch Survey Families: 65% Students: 60%

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
<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit a Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice class geared towards at risk youth. 	<ol style="list-style-type: none"> 1. PD weekly to monthly restorative justice circles and Saturday schools, weekly to monthly community building circles held. 2. Recruited Restorative Justice coordinator,, received formal training from district and state. 3. Four Professional Development days provided to teachers to educate and inform positive safe environment. 4. Restorative Justice elective course provided to at risk students, designed to provide student positive self-regard, resiliency and self-advocacy in positive academic settings. 	\$2,000.00	\$2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide counseling, psychological and guidance services that address student social and emotional needs.	School counselor provided one on one counseling support, determined students by severity of social-emotional crisis, addressed needs of students, guidance counseling, and wrap-around family support as needed. Engagement with local community and partnerships created for family and student resources and referrals.	\$14,280.00	\$12,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The school will provide health and wellness services to students.</p> <p>2. The school will continue to implement its comprehensive wellness policy and action plan.</p>	<p>1.Partnered with Alameda County “Shoo the Flu” to provide district wide vaccinations and suicide intervention workshop.</p> <p>Formed district wellness committee to address and maintain positive health and wellness of whole-child. Partnered with Vision to Learn to provide free eye glasses and eye exams to students.</p> <p>2. The Wellness Committee met four times during the year to discuss and address nutritional awareness, chronic absenteeism related to sleep deprivation, malnutrition. In addition, to awareness of social-emotional wellbeing, importance of physical activity, to ensure the whole child is supported and academically prepared.</p>	\$1,170.00	\$1000

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 	<ol style="list-style-type: none"> 1. A staff was hired to escort classes to physical education classes sites and escorted them back to the school. 2. A staff was hired to secure the building during pick up time after school, he also monitored the front door during after school. 	<p>\$9,720.00</p>	<p>\$7000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. The school will continue to provide staff with general supplies and operating expenses. 	<ol style="list-style-type: none"> Clerical and support staff received ongoing professional development in the following domains: customer service, conflict de-escalation, establishing rapport and boundaries with families. Front desk staff offered Attendance Works literature to families to reduce chronic absenteeism. 	<p>\$21,060.00</p>	<p>\$41,000</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<ol style="list-style-type: none"> Health education was included in physical education curriculum for PE teachers. Physical education teachers embedded within their curriculum proper nutrition, healthy food groups/options, and the importance of healthy exercise on a regular basis for physical wellbeing. Wellness committee created to educate and inform families and students of healthy nutrition. Continuation of NSLP will be offered to ensure students are provided healthy nutritious meals to support wellness and academic success and promote learning throughout the day. 	<p>\$180.00</p>	<p>\$47,880</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair. 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> 1. The school is clean and inviting. 2. The school is well maintained and in good repair. 3. The school was provided with necessary supplies and utilities. 4. The school operated in a sustainable and environmentally responsible manner. 5. Training and updates were provided to ensure well-prepared and informed staff. 6. The school was compliant in all annual facility and safe school inspections. 	<p>\$34,200.00</p>	<p>\$50,000</p>

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected	Actual
Benchmarks ELA: 46%, Math 56%	Benchmarks ELA: 54%, Math 70%
Retention Rates: 1.8%	Retention Rates: 8%
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	California Assessment of Student Performance and Progress ELA: 57.34%, Math 70.14%
Intervention minutes for students receiving a C- or below in core subjects: at least 70 minutes per week	All students receiving a C- or below received at least 70 minutes of intervention per week
Number of minutes with computer access: at least 45 minutes per week	All students had computer access for at least 45 minutes per week

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
<ol style="list-style-type: none"> The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 	<ol style="list-style-type: none"> Administrators designed pacing guides and curriculum maps for core subjects during the start of the year. Teachers implemented the lessons and structures of the guides in their daily lesson plans. In collaboration with teachers, curriculum maps for history and science were created with NGSS and CA social studies standards. Teachers received weekly professional development based on curriculum, pedagogy, and school climate. Using the Charlotte Danielson Framework, teachers were evaluated three times during the year with the TCRP Teacher Effectiveness Rubric. 	\$19,485.00	\$20,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum. 	<ol style="list-style-type: none"> The school identified additional standards-aligned instructional materials by communicating with high-performing schools and participating in county network events. Students attended a minimum of 2 academic field trips. All were aligned with curricular materials and were designed to elicit inquiry questions. 	\$6,000.00	\$4000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory. <p>Actions: Student will have computer instruction at a minimum of 30 minutes/week</p>	<p>40 additional chromebooks were purchased to add to an maintain the pre-existing inventory.</p> <p>Actions: Student received computer instruction at a minimum of 30 minutes/week</p>	\$10,000.00	\$10,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Recruit 1 intervention teacher/academic support staff per staff per 150 students. <p>Service:</p> <ol style="list-style-type: none"> Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math 	<ol style="list-style-type: none"> 1 intervention teachers / academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. 	\$68710	\$75,000

3. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data 	<ol style="list-style-type: none"> Teachers used formative assessments from Illuminate, but required additional training concerning using that data to plan interventions. Teachers received training in the following domains: 6-8 Illuminate and Ellevation Training <p>Teachers received practice in planning lessons informed by data concerning commonly missed standards</p>	<p>\$1600.00</p>	<p>\$2,000</p>

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected	Actual
Percentage of fully credentialed teachers 70.0%	Percentage of fully credentialed teachers 83.33%
Rate of teacher misassignments 0.0%	0.0%
Monthly collaboration meetings 75% of teachers will meet monthly	Monthly collaboration meetings 75% of teachers will meet monthly
Classroom observation rated based on TCRP framework: 65% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.	50% of teachers showed improvement from 1st observation to the 2nd formal observation. 33% of teachers maintained scores in combination of excellent or satisfactory
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards: During formal observation, use of standards-aligned instructional materials is evident.	Standards-aligned materials were available and teachers taught to Common Core State Standards and Next Generation Science Standards using materials from the school. Materials were procured after input and feedback from the curriculum committee. All materials were vetted with the criteria of offering embedded access to English Learners. All teachers used standards-aligned instructional materials during formal observations.

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>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of 	<ol style="list-style-type: none"> 1. Continue to recruit and partner with universities to target larger percentages of minority students. 2. Adopt a monitoring process to prepare for potential barriers to the initial and continued employment of diverse candidates. Continue to attend teacher recruitment fairs to expand potential candidate opportunities. 	\$2,100.00	\$3000

<p>diverse candidates.</p> <p>3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.</p>			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <p>1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.</p> <p>2. The school will continue to provide an Induction Program for beginning teachers and interns.</p>	<p>1. The school attended recruiting events, partnered with credentialing intern programs, and participated in panels to support recent graduates as a form of needs assessment.</p> <p>2. The school participated in the East Bay Induction Consortium BTSA program and paid for all participants to clear their credentials.</p>	<p>\$4,000.00 per year/per teacher +\$140.00</p>	<p>\$4,000.00 per year/per teacher +\$140.00</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers will have the supplies needed to be able to perform in successful educational environment</p> <p>All students will have all supplies needed to be able to thrive in school.</p>	<p>All teachers received and had access to supplies needed to be able to perform in a successful educational environment. Additionally, resources were provided to ensure all classroom needs were met.</p> <p>All students had access to supplies needed to be able to thrive in school.</p>	<p>\$39,000.00</p>	<p>\$30,000</p>

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected	Actual
School Climate Survey- Safety Student Survey: 90.00% Family Survey: 91.8%	School Climate Survey- Safety Student Survey: 80.85% Family Survey: 94.56%
School Climate Survey- High Expectations Family Survey: 95.4%	School Climate Survey- High Expectations Family Survey: 93.47%
School Climate Survey- Meaningful Participation Student Survey: 89.53% Family Survey: 92.0%	School Climate Survey- Meaningful Participation Student Survey: 86.63% Family Survey: 95.55%
School enrollment patterns- returning students for next school year: 96.50%	School enrollment patterns- returning students for next school year: 97.50%

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
1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family	1. School, student, and family surveys were conducted. Generating input representing	\$1,400.00	\$2000

<p>engagement.</p> <ol style="list-style-type: none"> School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups. 	<p>how parents would like more event-oriented involvement.</p> <ol style="list-style-type: none"> Family engagement plans were created by committee during Family Advisory Council (FAC) in the following areas: parent education, community engagement, sports/booster, and student trips. PowerSchool (Student data base system) overview presented during orientations and parent-teacher meetings. Teachers facilitated class-level parent communication using digital platforms that best met the needs of their families. Intensive education on LCAP provided during SSC. cursory information offered during FAC. Recommendations made by SSC are reflected in 2018-2019 LCAP. 		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p>	<p>Translation services offered regularly in Cantonese and Spanish concerning memos, meeting participation, and parent-teacher meetings. School was unable to procure other highly represented languages due to spending on Cantonese and Spanish bilingual support staff.</p>	<p>\$3,500.00</p>	<p>\$3000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 	<ol style="list-style-type: none"> School implemented more regular use of Parent Square in addition to memos and class-level communication. 	<p>\$700.00</p>	<p>\$4000</p>

<ol style="list-style-type: none"> 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress. 	<ol style="list-style-type: none"> 2. Community partnerships include: <ol style="list-style-type: none"> a. Oakland Public Works for cleaning up local community b. TechBridge girls in using STEM to benefit the community c. Chinese Chamber of Commerce in participating in annual flag raising ceremony d. Guardian Gym partnership with students e. Oakland Parks and Recreation f. Alameda County early childhood network g. Oakland Natives Give Back 3. PowerSchool, automated calls, AIMS TV, and teacher communications continued. 4. Parent-teacher conferences took place at the beginning of the year and quarterly retention meetings continued thereafter. 5. SSTs continued to function as a space for collaborative solutions for issues facing students and families. 6. Correspondence was maintained. 7. PowerSchool continued to be utilized, parents received login codes for their child at the beginning of the school year. Additionally, the school mailed the information to families directly. 		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not 	<p>Student Attendance Review Teams were conducted by division heads on an as-needed basis. Families were given tools and support to mitigate chronic tardy/absenteeism.</p> <p>Collaborated with local non-profit organization, "Oakland Natives Give Back" to challenge and address chronic absenteeism district wide.</p>	\$180.00	\$33,000

attending school and to connect students and families to school and community resources to address these absence concerns.			
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. ELAC – English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<ol style="list-style-type: none"> 1. FAC met using a K-12 model with breakout sessions by committee. Childcare/movie nights were provided in order to enhance parent participation. 2. SSC met bimonthly to review LCAP goals, receive education on LCAP and budgeting considerations, and ultimately offer input on LCAP. 3. ELAC met to generate parent support concerning ELD goals and parent engagement. 4. Wellness Committee met 4 times during the school year. The committee developed the wellness policy. 	\$600.00	\$5000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Phase II of After School Enrichment Program 2. The After-School Enrichment Program will hire 3 after school instructors 3. Parents will pay a monthly fee of \$75/child 	<ol style="list-style-type: none"> 1. After school program continued using AIPCS staff. 2. After-School hires 3 instructors, in addition to 1 coordinator. 3. Parents paid a monthly feed of \$75/child with discounts for multiple children. 	\$7,650.00	\$10,000

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.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

All actions and services were implemented with fidelity and served as additional building blocks for AIPCS work over the years to cultivate cultures of collective care and high academic achievement. AIPCS will focus its efforts in all LCAP Goals, specific in Positive School Environment, Climate, and Culture with strategies toward building student Agency, including social-emotional learning, positive school culture, youth advocacy and empowerment, programming sustainability, and community partnerships.

The goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible. To ensure SPED services are provided to students along with services outlined within IEP/504 plans. The integration and ongoing collaboration of departments within integrated youth services will be critical to collectively promote cultures of collective care and continuing to building agency by knowing student strengths, interests and values, getting to know who they are, how they learn and connect best to content as they achieve college, career readiness while maintaining high academic achievement.

Goal 1: In comparing data from 2016-2017 to 2017-2018 school year, CAASPP results show an increase in growth in ELA by 6% and MATH by 4.40% of our student population. The goal indicated that there would be a projected increase of 50% of students, "Exceeding Standard" would increase one level within their achievement level. AIPCS will continue to monitor and track progress of students to ensure actual goals is carried and met for student achievement.

Goal 2: According to school climate survey 81% of students feel safe, 79% of students feel cared for and supported emotionally within school environment. Overall implementation of actions have successfully supported school climate, culture and support of the whole child. AIPCS will continue adopt and implement current action plan and addressing student needs as a priority.

Goal 3: Teachers implemented lessons and structures that aligned with Next Generation Science (NGSS) and common core standards as outlined within the planned action and services. Teachers received PD on curriculum to ensure planed goals were met in addressing preparation for college readiness specific within Math and ELA. To address teacher effectiveness, three evaluations (TCRP) were conducted and immediate feedback provided to enhance academic instruction.

Goal 4: Offering high quality education to our students but ensuring teachers are hired within a diverse candidate pool specific to Math, Science and SPED background. Track retention of staffing and monitor potential barriers to employment.

Goal 5: AIPCS II will continue to survey and track data and feedback from stakeholders and students to ensure recommendations are considered within school programming and educational instructional effectiveness. Continue to build community partnerships to support students and families with resources.

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

The goals this year were set for high academic achievement. The actions were performed in a strategically efficient manner to ensure maximum effectiveness. Staff members had set schedules with goals which were reached by constant assessment and evaluation. A major part of our success was the utilization of additional staff members to support with tutoring throughout the day. This took place before, during, and after school. This is why we saw an increase in clerical and support staff in our actual expenditures.

We hired extra support staff to cover clerical duties while these employees tutored. This was also in addition to our 6 intervention aides. This number has been the highest number of aides that we have ever had to provide daily support. Our aides provided push in and pull out services, supported teachers with lesson plan development, and assessing the academic levels of students to increase academic achievement specifically in Math and ELA. The effectiveness of the actions/services made an impact on student achievement as indicated by CAASPP scores and the district's CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences come from the fact that we did not adopt any new programs, instead we provided materials to supplement those programs that are currently in place.

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.

Changes were not made to the overall goals, however expected outcomes differed depending on changes to actions and services to meet the needs of our students, program development and district needs to achieve success. As mentioned above, we made progress modifying and focusing these programs, but realize that this work will continue.

Stakeholder Engagement

LCAP Year: **2018-2019**

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS II administration.

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?

The LEA engaged with various stakeholders as part of the planning process for the LCAP. These engagements included monthly Family Advisory Council (FAC) and School Site Council (SSC) meetings, and parent, teacher, staff, and student surveys which solicited feedback and potential recommendations for future LCAP goals.

Impact on LCAP and Annual Update

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

By consulting with all stakeholders, we were able to get input on how and where to best allocate our resources to meet our overall goal of efficiency and increased student achievement. For example, new ELA, History, and Foreign Language curriculum was adopted to address potential shortfalls in academic programming. Additionally, our Visual and Performing Arts program was vastly expanded to include new Music and Art classes for middle school students. Additional emphasis was placed on hiring more intervention instructors, which expanded capacity for supporting students that were not performing at grade level.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 57.34% Math: 70.14%	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Middle school dropout rate	0.01%	0.01%	0.01%	0.01%

Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result	ELA: 4% Math: 5%	ELA: 5% Math: 6%	ELA: 6% Math: 7%	ELA: 7% Math: 8%
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Planned Actions / Services

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

Action 1

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

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

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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional	1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional	[Describe the 2019-20 action/service here]

<p>plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.</p> <ol style="list-style-type: none"> 2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Develop, monitor and refine information that provides real time data, reporting and dashboards 	<p>plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).</p> <ol style="list-style-type: none"> 2. Central office staff will support Division Heads and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Continue to monitor and refine information that provides real time data, reporting and dashboards. 4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction. 5. 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides. 6. New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,600	\$50,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]

Budget Reference	8011	8011	[Add budget reference here]
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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):

Specific Student Groups	School
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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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

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

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

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

New	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families

2018-19 Actions/Services

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

of supplemental resources that are provided to EL students. Update of outcomes <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	of supplemental resources that are provided to EL students. Update of outcomes <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,000	\$60,000	[Add amount here]
Source	Title III/LCFF	Title III/LCFF	[Add source here]
Budget Reference	8293, 8011	8293, 8011	[Add budget reference here]

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

Action:
 Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.

Service:
 Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

2018-19 Actions/Services

Action:
 2.6 FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff per 150 students.

Service:
 Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher and/or intervention aide. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 1.4 FTE clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

Hire up to 6 student tutors to help provide academic support to middle school students.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,200	\$145,000	[Add amount here]
Source	Title I, Title II, LCFF	Title I, Title II, LCFF	[Add source here]
Budget Reference	8292, 8011, 8291	2100, 2400, 8292, 8011, 8291	[Add budget reference here]

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

All students will receive academic advising and assistance with college readiness.

2018-19 Actions/Services

All students will receive academic advising and assistance with college readiness.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,753	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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):
Students with Disabilities	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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Recruit a Special Education Coordinator. Special Education Teacher and Special Education aide to support students that receive special education.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$23,800	[Add amount here]
Source	[Add source here]	State revenue	[Add source here]

Budget Reference	[Add budget reference here]	1100, 2100	[Add budget reference here]
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

[Add selection here]

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement

Priority 6: School Climate

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.6% ADA	[Add outcome here]	[Add outcome here]
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.56%	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.48%	[Add outcome here]	[Add outcome here]
School Climate Survey - Caring Relationships	Student Survey: 79.31%	Student Survey: 79.38%		
Facilities Inspection Tool (percent at good or better)	Good	Good		

Planned Actions / Services

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

Action 1

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

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

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)
	LEA Wide	All schools

Actions/Services

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

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

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

New	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit a Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth. 	<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit .5 Restorative Justice Coordinators 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$10,500	[Add amount here]
Source	LCFF, Title II	LCFF, Title II	[Add source here]
Budget Reference	8011, 9292	1100, 1200, 8011, 9292	[Add budget reference here]

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)

All

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

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)

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

1. The school will provide counseling, services that address student social and emotional needs.

2018-19 Actions/Services

1. The school will provide counseling, services that address student social and emotional needs.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,280.00	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	1200, 8011	1200, 8011	[Add budget reference here]

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

2018-19 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

The school will provide female hygiene products.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1170	\$7000	[Add amount here]
Source	LCFF/Title I	LCFF/Title I	[Add source here]

Budget Reference	8011, 8291	8011, 8291	[Add budget reference here]
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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):

All	All schools
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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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	All schools
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Actions/Services

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

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

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

New	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

- School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school
- Security guard would secure the building during pick up time after school.

2018-19 Actions/Services

- School will hire a full-time staff that would escort classes to physical education sites and escort them back to the school.
- Staff would secure the building during pick up time after school.
- School will provide safe transportation to students for sports, field trip and other school related activities.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9720	\$25,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8111, 2900	1100, 8111, 2900	[Add budget reference here]

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

School Support Staff and Resources - All Students
1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective

2018-19 Actions/Services

School Support Staff and Resources - All Students
1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<p>operations and support for students, parents and staff.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p>	<p>operations and support for students, parents and staff.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,060	\$75,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	2400, 8011	2400, 2900, 4300, 4315, 8011	[Add budget reference here]

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):

All	All schools
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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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

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

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

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

New	Unchanged	[Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>[Describe the 2019-20 action/service here]</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$53,000	[Add amount here]
Source	Student lunch fees	Student lunch fees	[Add source here]
Budget Reference	4700, 8639, 8520	4700, 8639, 8520	[Add budget reference here]

Action 7

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

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

OR

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

Students to be Served:	Scope of Services:	Location(s):
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(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services

Attractive, Clean and Well Maintained Schools - All Students

1. The school will continue to be clean and inviting.
2. The school will continue to be well maintained and in good repair.
3. The school will continue to be provided with necessary supplies and utilities.
4. The school will continue to operate in a sustainable and environmentally responsible manner.
5. Training and updates will continue to be provided to ensure well-prepared and informed staff.
6. The school will continue to be compliant in all annual facility and safe school inspections.

2018-19 Actions/Services

Attractive, Clean and Well Maintained Schools - All Students

1. The school will continue to be clean and inviting.
2. The school will continue to be well maintained and in good repair.
3. The school will continue to be provided with necessary supplies and utilities.
4. The school will continue to operate in a sustainable and environmentally responsible manner.
5. Training and updates will continue to be provided to ensure well-prepared and informed staff.
6. The school will continue to be compliant in all annual facility and safe school inspections.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,200	\$50,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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)

All students

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

[Add 2017-18 selection here]

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

New

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

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

1. School will hire 6 athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director.
2. School will offer competitive/comprehensive athletic programming (6 teams)
3. School will purchase uniforms and sports equipment
4. School will purchase 1 Automated External Defibrillator (AED) device

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$11,500	[Add amount here]
Source	[Add source here]	State Revenue	[Add source here]
Budget Reference	[Add budget reference here]	5899	[Add budget reference here]

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)

All students

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

[Add 2017-18 selection here]

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

New

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

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

1. School will hire 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students.
2. School will hire 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students.
3. School will purchase instruments and music related equipment for music class.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

	4. School will purchase art supplies and related equipment for art class. 5. School will create two Visual Performing Arts performances per academic school year. 6. School will design up to three Visual Performing Arts Elective Classes for the Academic School Year.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$67,500	[Add amount here]
Source	[Add source here]	Local Revenue	[Add source here]
Budget Reference	[Add budget reference here]	1100, 4315, 4400, 4430	[Add budget reference here]

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)

Location(s):

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

All students	All Students
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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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

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

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

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

[Add 2017-18 selection here]

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will be provided with Physical Education Uniforms and will dress out for PE.

[Describe the 2019-20 action/service here]

Benches and floor mats will be installed in the middle school bathrooms to allow for students to change into their PE uniforms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$5500	[Add amount here]
Source	[Add source here]	State Revenue	[Add source here]
Budget Reference	[Add budget reference here]	4315, 4430	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

1. Additional support for students struggling in core subjects.
2. Additional support for English Language Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks	ELA: 45% Math: 55%	ELA: 50% Math: 65%	[Add outcome here]	[Add outcome here]
Retention Rates	2%	8%	[Add outcome here]	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 57.34% Math: 70.14%	[Add outcome here]	[Add outcome here]
Intervention minutes for students receiving a C- or below in core subjects	At least 60 minutes per week	At least 60 minutes per week		

Number of minutes students have computer access	At least 30 minutes per week	At least 30 minutes per week		
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Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to	1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to	[Describe the 2019-20 action/service here]

<p>meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	<p>meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p> <p>4. The school will adopt new History, Spanish, and Mandarin textbooks for curriculum</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,785 PD \$2700	\$27,000	[Add amount here]
Source	LCFF, Title II	LCFF, Title II	[Add source here]
Budget Reference	4100, 5210, 8011, 8292	4100, 5210, 8011, 8292	[Add budget reference here]

Action 2

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services 1. The school will continue to identify and provide standards-aligned instructional materials and resources. 2. Students will attend academic field trips that are aligned with curriculum.	2018-19 Actions/Services 1. The school will continue to identify and provide standards-aligned instructional materials and resources. 2. Students will attend academic field trips that are aligned with curriculum.	2019-20 Actions/Services [Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	\$14,000.00	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	4200, 5811	[Add budget reference here]

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):
All	All schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
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(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory.

Actions:
Student will have computer instruction at a minimum of 30 minutes/week.

2018-19 Actions/Services

1. Purchase 30 additional Chromebooks to add to and maintain the pre-existing inventory.
2. Purchase 1 additional computer cart to add to and maintain the pre-existing inventory.

Actions:
Student will have computer instruction at a minimum of 60 minutes/week.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	4430, 8011	4430, 8011	[Add budget reference here]

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):

All	All schools
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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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action:</p> <ol style="list-style-type: none"> Recruit 1 intervention teacher/academic support staff per 150 students. <p>Service:</p> <ol style="list-style-type: none"> Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. 	<p>Action:</p> <ol style="list-style-type: none"> Recruit 1 intervention teacher/academic support staff per 175 students. <p>Service:</p> <ol style="list-style-type: none"> Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. 	<p>[Describe the 2019-20 action/service here]</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.3	See 1.3	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	2100, 2400, 8011	[Add budget reference here]

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)

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.
2. Teachers will receive training on how to

2018-19 Actions/Services

1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.
2. Teachers will receive training on how to

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

effectively assess student data.

effectively assess student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	[Add amount here]
Source	Title II	Title II	[Add source here]
Budget Reference	8292	8292	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic services

Priority 2: Implementation of state standards

Identified Need

To ensure all students receive quality instruction and equip and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students, families.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	84%	83.33%	[Add outcome here]	[Add outcome here]
Rate of teacher mis-assignments	0.01%	0.0%	[Add outcome here]	[Add outcome here]
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teacher met monthly	[Add outcome here]	[Add outcome here]
Classroom observation rated based on TCRP framework Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.	60% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	65% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident		

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work 	<p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruit, develop and retain highly qualified teachers. 2. Recruitment events hosted by colleges and universities with large percentages of minority students. 3. Regularly monitoring potential barriers to initial and continued employment of diverse 	<p>1.</p> <p>[Describe the 2019-20 action/service here]</p>

toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.	<p>candidates.</p> <p>4. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$694,883	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	1100, 8011, 3000	[Add budget reference here]

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):

All	All schools
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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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	[Add 2018-19 selection here]	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000/year/teacher +140	\$25,000	[Add amount here]
Source	Title II, LCFF	Title II, LCFF	[Add source here]
Budget Reference	5210, 8292, 8011	5210, 8292, 8011	[Add budget reference here]

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):
All	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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

All students will have all supplies needed to be able to thrive in school.

Purchased 10 laptops for teachers to use to support students.

2018-19 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

All students will have all supplies needed to be able to thrive in school.

Purchase laptops for teachers to use to support students.

Purchase whiteboard paint for Math and Science Classrooms

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$80,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	4315, 8011	4315, 8011	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

1. Improve overall family engagement.
2. Organized systems to encourage familial involvement.
3. Reduce chronic absenteeism.
4. Implement an after-school program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.54%	[Add outcome here]	[Add outcome here]

School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.49%	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	Student Survey: 77.01% Family Survey: 83.52	Student Survey: 82.98% Family Survey: 95.55%	[Add outcome here]	[Add outcome here]
School enrollment patterns - returning students for next school year	96.00%	97.50%		
Promoting parent participation	Family Survey: 82.35%	Family Survey: 84.78%		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

2018-19 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1400	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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)

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2018-19 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$5000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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):
All	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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at beginning of the school year. 	<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 	[Describe the 2019-20 action/service here]

<ul style="list-style-type: none"> 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress. 	<ul style="list-style-type: none"> 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	5,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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):

All	All schools
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OR

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

Students to be Served:

Scope of Services:

Location(s):

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.
2. Attendance personnel will meet with Deans monthly to review students that have chronic absenteeism and truancy.

1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.
2. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,500	\$35,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

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)

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide input in school's planning, including SSD's.
3. ELAC – English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.
4. Wellness committee

2018-19 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide input in school's planning, including SSD's.
3. ELAC – English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.
4. Wellness committee

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$5000	[Add amount here]

Source	Title III/LCFF	Title III/LCFF	[Add source here]
Budget Reference	8293, 8011	8293, 8011	[Add budget reference here]

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)

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Phase II of After School Enrichment Program
2. The After-School Enrichment Program will hire 3 after school instructors
3. Parents will pay a monthly fee of \$75/child

2018-19 Actions/Services

1. This year we will be outsourcing our afterschool program.
2. Parents will pay a monthly fee of \$350/\$150 per child depending on FRL eligibility

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,650.00	\$10,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 33,000.00	10 %

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 school's percentage for 2018-19 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Teachers, ELD coordinator, English Learner Support Teachers and Intervention Instructors will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELs) and reclassified students, SPED students and lower academically achieving students to determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL/academic progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs and long term needs of IEP/504 students, and or students that are struggling academically. (Goal 1/Action.Service 1.1)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Goal 2.1)

Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services designed and outlined within the Wellness Policy. Hopes are to create an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Goal/Action/Service 4.2)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Goal 5 Action 2.1)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in

the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or

“Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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