

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Anahuacalmecac International University
Preparatory of North America

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Anahuacalmecac International University Preparatory of North America is operated by a community-based, educational non-profit organization led by indigenous educators in Los Angeles, California whose mission is to promote academic excellence, for all TK-12 students, through a student-centered educational program that is rooted in the cultural and intellectual heritage of Indigenous Peoples and authorized as an International Baccalaureate World School continuum. The school has received acclaim and support from various respected local organizations, including the Western Association of Schools and Colleges, the International Baccalaureate, the Seventh-Generation Fund for Indian Development, and the Native American Alliance for Charter Schools.

Anahuacalmecac's LCAP is intended to be a comprehensive planning tool. The goals outlined in the LCAP embrace Anahuacalmecac's overarching goals that have consistently guided strategic planning and supports. Aligned with the 8-state priorities, the goals and targets included in the LCAP provide for setting targets for student subgroup populations, such as low-income, English learner, Foster youth, Indigenous students (including so-called "American Indians" and "Latino") and Students with Disabilities subgroups, to assess whether resources are impacting the outcomes of these students.

National Realities

Nationally, threats of state sanctioned violence against Indigenous Peoples and immigrant communities, and particularly threats of separation and deportation against students and their families, that have resulted from President Trump's first year in office and the movement which gave rise to him, have created severe emotional, psychological, and physical barriers to learning and education in our communities and in our school in particular. Nationally, assaults against Indigenous Peoples, most notably the sustained attacks against the Standing Rock Sioux Nation, impacted indigenous youth throughout the continent, and in Los Angeles, the community of Anahuacalmecac bore witness and along with the City of Los Angeles, stood tall with Standing Rock. Internationally, threats of border walls and nuclear war leave no one feeling safe. Our students and community have survived a traumatic year, and a year in which other traumas, daily realities for some of our students, have been compounded and magnified by ever increasing levels of poverty, reopened and amplified by gentrification and internalized violence. In our school community, poverty, as indicated by the percent of students who are recipients of CalFresh (formerly Food Stamps) and CalWORKs benefits, has increased from 30% to over 65% in one academic year. Standards-based exams do not measure these realities.

Local Realities of Inequity

Performance on high-stakes tests should be understood within the current context of hate directed at our students' families and communities by the federal government's discourse against immigrants and Indigenous Peoples. Across California, the impacts of deculturalization of indigenous and other non-dominant culture students, poverty and other social structural factors faced by these students have increased. Since NCLB and even through the current implementation of smarter balanced in California, performance targets have been arbitrarily set to fail a majority of students, and the resulting disengagement, frustration, anger, stress, and feelings of despair from "learned hopelessness" remains unresolved and unaddressed. To quote noted education researcher Dr. Julian Vasquez Heilig, "Is it fair or just for millions of students of color to fail an unfair state-mandated test, despite working hard in the classroom, and this failure be blamed on a lack of grit rather than the real issue— the structure and scoring of unreliable and un-validated tests?" Others have acted upon these concerns as well. In fact, a recent lawsuit filed against the State of California notes that, "When it comes to literacy and basic education, California is bringing down the nation." The legal complaint also asserts that, "the State continues to allow children from disadvantaged communities to attend schools that are unable to provide them an opportunity to obtain basic literacy." According to the Nation's Report Card, California ranks in the bottom half of the nation in Mathematics, Reading, Science and Writing. In 2016, AIUPNA was disadvantaged by the State of California and its oversight of our charter schools particularly due to the preventable negative fiscal impact on our school caused by the CDE's management of the consolidation of AIUP. The forced closure of XASP caused the loss of one-time grant revenues based upon prior year ADA from 2014 to 2015 and subsequent approval of expansion to include grades k-12 resulted in a direct loss in funding of approximately \$145,000 in one-time funding for Common Core implementation and Teacher Effectiveness training. Additionally, the inexplicable designation of three CDS codes over the course of two years caused delays in the issuance of funds and loss of funding. The negative impact of these actions on the part of the State of California has yet to have been resolved and continues to challenge our school to provide the excellence its charter has been committed to. Even though poverty has increased in our school community, the CDE saw fit to forcibly close our National School Lunch Program and cut meal program funding for the entire 2015-16 academic year, leaving Anahuacalmecac to address child hunger alone and a financial hole to fill in 2016-17.

Community-Based Holistic Academic Achievement Measures

Anahuacalmecac's mission is its pedagogy. Anahuacalmecac's school wide pedagogical priorities begin and end with the cultivation of critical, cultural and cosmic consciousness guided by the wisdom of Indigenous Peoples. Through an educational design which confronts standard schooling as a mechanism of deculturalization and controls education as an arm of perpetual colonization of Indigenous Peoples, Anahuacalmecac's design disrupts the status quo and proposes that in our community, teaching and learning should advance Indigenous self-determination nation building, and sovereignty. Towards these ends, the Charter of Anahuacalmecac identified measures of student performance to determine academic success which include the following:

1. All students will graduate with the academic preparation and achievement necessary for college and career readiness.
2. All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.
3. All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

These measures of academic success operationalize our mission and steer our educational focus towards the humanistic and holistic vision of liberatory teaching and learning what our community expects of us. Progress indicators for each of these measures will be addressed in a separate document and through an on-going review process led by our School Site Council and Council of Trustees through the review of the LCAP goals and analysis of the pupil performance data.

LCAP Highlights

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

The LCAP's actions and services this year have been aligned to improve learning for English learners, foster youth, low income students, including

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.

As of today, 6/25/18, prior to the submission of the LCAP to the Council of Trustees, it is important to note that California Department of Education data (California School Dashboard) for 2017-2018 was not yet updated by the State of California. As a result, the school can only update sections of the LCAP based on 2017 SBAC performance data. However, the school has some updated data regarding approximately 94% individual scores without subgroup information, attendance, grades, completion of projects, and some information regarding performance indicators. Since the 2017-2018 California School Dashboard data is not available, the sections regarding student performance were completed with generalized information from the current performance data available on the California Dashboard and the 2017 publicly available performance data.

Greatest Progress

As a result of the goals and actions implemented in 2017-2018, AIUP students and staff participated in many community-engaged curricular programs including a historic community-based campaign to abolish Columbus Day and adopt Indigenous Peoples Day citywide in the City of Los Angeles.

Further, AIUP students demonstrated increased academic achievement as highlighted below:

- Percent students graduated: 100%
- Percent students graduated college eligible (UC/CSU Requirements): 80%
- Percent students admitted to University of California institutions: 33%
- Percent students accepted to a four year college: 47%
- Percent students enrolled in a two-year post secondary college: 53%
- Percent students completed 12th grade Survivance Project reflecting cultural fluency: 100%
- Percent students awarded Golden State Seal Merit Diploma: 30%
- Percent students awarded State Seal of Biliteracy: 20%
- Percent students successfully completed 10th Grade IB MYP Personal Project: 100%
- Percent students completed 5th Grade IB PYP Exhibition: 100%
- Access to Nahuatl language courses were doubled
- Continued services to EL population helped to increase progress towards English language proficiency - According to the English Learner Progress Indicator (ELPI) formula: 54% of English Learners made progress towards English language proficiency as measured by the CELDT RETEST in 2018
- Anahuacalmecac's mean scale score distance from Level 3 (D3) for grades 3-8 improved by 35.8 in ELA and 49.6 in Math compared to 2017 Five by Five Placement Reports. According to the state of California this increase represents "Increased Significantly" (the minimum threshold for "increased significantly" is 15 points).
- Students in 11th grade demonstrated a 14% growth in met or exceeded standards in Math.
- Anahuacalmecac students that met or exceeded state performance targets increased, as of the latest CAASPP SBAC data for 2017-2018:
 - 37% of students in grades 3-8, and 11 met or exceed ELA standards
 - 29% of students in grade 11 met or exceeded Math standards
- Overall, this year presents over 10% growth in ELA standard and 23% growth in Math Standards
 - Additional highlights:
 - Percent of students that Met or Exceeded Standards in ELA - Gr. 11 = 50%, Gr. 6 = 53% and Gr. 5 = 43%
 - Percent of students that Met or Exceeded Standards in Math - Gr. 6 = 74% and Gr. 4 = 43%

COMPARISONS (2017-2018 AIUP Data):

- Anahuacalmecac students outperformed socio-economically disadvantaged Latino and American Indian students in both English Language Arts and Math overall.
- Whereas, 37% of AIUP students in grades 3-11 met or exceeded standards, 33% of socio-economically disadvantaged Latino students in California met or exceeded ELA standards.
- While 29% of AIUP students in grades 3-11 met or exceeded Math standards, only 22% of socio-economically disadvantaged Latino students in California met or exceeded Math standards.
- Socio-economically disadvantaged Latinos and American Indian students enrolled in charter schools statewide were outperformed in meeting or exceeding standards by Anahuacalmecac students by 10% points.
- Anahuacalmecac students also outperformed socio-economically disadvantaged American Indian students that are enrolled in charter schools and met or exceeded standards in both ELA and Math (This data compares Anahuacalmecac's 2018 scores to the most recent publicly available data statewide).
- Adjusted Cohort Graduation Rate reports a statewide graduation rate of 49%, LAUSD 54%, Anahuacalmecac 100%

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

Greatest Needs

Based on the performance data available on the California School Dashboard LCFF Evaluation Rubric and the analysis of the 2018 CAASPP SBAC scores made available on the CAASPP secure portal, Math is the overall greatest need followed by English. In

particular the data in Math demonstrates that Students with Disabilities (SWD) the greatest need, followed by English Learners (EL). Further, while there was a significant increase of math achievement overall and particularly in grades 4-8, and 11, current 7th and 8th grade students show the greatest need as a whole, after SWD and EL. In ELA, the greatest need in terms of achievement on the CAASPP SBAC is in 3rd, 6th, 7th and 8th grade. However, it is important to continue to provide support for those grades and subgroups that demonstrated significant increase in order to maintain and/or improve their achievement as they move on to the next grade level standards.

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

The California School Dashboard LCFF Evaluation Rubric fails to measure student achievement holistically. Reduced to measures of academic achievement as demonstrated in standardized exams, the LCFF Evaluation Rubric demonstrates that the greatest performance gap in this narrow scope of performance measure is in Math. In particular, students with disabilities followed by English Learners demonstrate a significant performance gap compared to other groups. The other performance gap is in English. Students with disabilities and English Learners demonstrate a significant performance gap compared to other groups.

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

Increased or Improved services
 The significant ways that AIUP will increase and improve services for low-income students, English learners, and foster youth are as follows:

- Ensure that assignment of certificated and classified FTEs are aligned to new actions and services in order to close gaps for highest need groups (English Learners and students with disabilities), International Baccalaureate (IB) and support for multilingual instruction.
- In an effort to improve academic achievement in math and ELA, we will provide access through the purchase of Common Core aligned and/or culturally relevant online textbooks, assessment tools, computers, web based programs, and activities and materials related to A-G requirement, college and career readiness.
- Provide multiple training opportunities for certificated and classified FTEs, students, parents, and community members in topics related to improving academic achievement in math and ELA, college/career readiness, cultural curriculum, and intellectual and linguistic indigenous knowledge.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,739,561
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$716,673

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.

General educational program.

Total Projected LCFF Revenues for LCAP Year	\$2,933,658
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Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will graduate with the academic preparation and achievement necessary for college and career readiness

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access
Local Priorities: Preparation for College Global Learning with Purpose

Annual Measurable Outcomes

Expected	Actual
<p>2017-18</p> <ol style="list-style-type: none"> 1. Access to A-G, college or career ready courses. 2. Graduation rates per LCFF Evaluation Rubrics. 3. Student feedback and goal setting. 4. Achievement targeting A-G and college or career readiness courses. 5. Increase participation in Smarter Balanced (SBAC) Interim Assessment Blocks (IAB) 6. CAASPP Smarter Balanced Summative Assessments 7. International Baccalaureate Primary Years Program Exhibition (5th Grade) and International Baccalaureate Middle Years Program Personal Project (10th Grade) 8. Achievement in world language courses 9. Achievement in CELDT: Annual CELDT test takers who increased at least one CELDT level plus annual CELDT test takers who maintained early advanced/ advanced English proficient on the CELDT - OR ELs who were re-classified in prior year. 	<ol style="list-style-type: none"> 1. Maintained High or Very High access to A-G college or career ready courses. 2. Maintained High or Very High per the LCFF Evaluation rubric. 3. Maintained 90-100% completion of student feedback and goal setting. 4. 80% of all 2018 graduating students met all UC/CSU eligibility requirements. 5. Increased student participation in SBAC IABs by >5%. 6. The Mean scale score and percent of students scoring Met or Exceeded increased in ELA and Math as described in the highlights above. 7. Established baseline - Percentage of students that scored 3 or above in the International Baccalaureate Primary Years Program Exhibition (5th Grade) is 100% and International Baccalaureate Middle Years Program Personal Project (10th Grade) is over 80%. 8. Established baseline - number of students with achievement of passing or above in world language courses is 98%. 9. Based on CELDT RETEST, 53% of EL students Reclassified English Fluent Proficient (RFEP). According to the English Learner Progress Indicator (ELPI) Calculation Formula, 54% of EL students demonstrated progress toward English language proficiency. Due to the transition to ELPAC

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards</p> <p>2. Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards</p> <p>3. Provide supports for English Language Learners</p> <p>4. Create A-G approved curriculum and coursework for all core subjects</p> <p>5. Offer A-G approved courses to all students</p> <p>6. Analyze data from state exams</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. We integrated the use of the SBAC Interim Assessment Blocks (IAB) to further align the curriculum with CA Common Core Standards (CCCS). Professional development time was given for training and alignment with both CCCS and IB standards twice per month.</p> <p>2. The IABs were used to establish benchmarks and to administer common core aligned assessments.</p> <p>3. English Language Learners received support in their home language. EL Intervention program further assisted students to make progress towards English language proficiency.</p> <p>4. All core subjects are A-G (UC/CSU) approved</p> <p>5. A-G (UC/CSU) courses for all core subjects are offered to all students enrolled in grades 9-12. This includes Algebra 1: a course offered to 8th grade students.</p> <p>6. Teachers analyzed CAASPP SBAC data before the academic school year and identified student needs individually and by subgroups. During winter recess, teachers participated in a day of data analysis to assess mid year progress and identify strategies to address the current needs of students. During weekly professional development, teachers continued data analysis by monitoring and reviewing the SBAC IAB data from the recently administered assessments.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Recruit and retain teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Anahuacalmecac secured a visa for two Nahuatl teachers K-12. At the elementary level, the teacher instructed in a maternal language (Nahuatl). Speaking and writing in Nahuatl, student wrote stories, plays, and developed lessons in order to teach the language to their peers.</p> <ul style="list-style-type: none"> • World Language <ul style="list-style-type: none"> ◦ K-5th teachers were all properly credentialed to teach Spanish and English as assigned by the schools dual language program. ◦ 6th-12th Spanish subject teachers were properly credentialed to teach Spanish and English as assigned by the schools dual language program. <p>An experienced and fully credentialed Performance and Visual Arts teacher, knowledgeable in cultural education and IB implementation was hired.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Ensure guidance for all students to access UC/CSU required courses.</p> <p>2. Align courses and course offering to prepare students for college</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>1. A full time Guidance Counselor was available to meet with students in grades K-12. She conducts surveys to measure</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>

<p>preparatory curriculum from elementary grades on.</p> <p>3. Design, monitor and improve course offerings reflective of student and teacher feedback.</p> <p>4. Hire appropriately credentialed teachers.</p>	<p>student interest, academic goals and college readiness. She meets with parents and students in the form of workshops and individual appointments to discuss the courses needed to fulfill UC/CSU requirements. Overseen by the Directors of Education and Instruction, the counselor reviewed course sequence and completion with a passing grade of every student. The counselor ensured that students made up courses or receives intervention as needed. All students in grades 9th-12th were offered enrollment in A-G courses for all core subjects and also offered Advanced Placement courses.</p> <p>2. The following resources offered provided preparation and support to ensure alignment to A-G/ UC Approved course offerings.</p> <ol style="list-style-type: none"> 1. College Preparation 2. ACT Test Prep 3. Small group instruction and intervention for all grade levels 4. Trips to college campuses, including those of the digital variety for all grade levels 5. Online Common Core aligned math program such as DreamBox K-8th 6. Online Common Core aligned literacy program such as RazKids K-8th 7. Jaime Escalante Supplemental Math Courses 6th-12th 8. American Indian Pomona Health Career Ladder Saturday Academy at Western University 9th-12th 9. After Program Pitzer College Prep 11th & 12th <p>3. Course offerings were monitored and designed to align with UC/CSU requirements. Teacher and</p>	
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student feedback was sought and taken into account via surveys and interviews.

Students had the ability to select courses that they are interested in and meet requirements of such as AP courses, etc. Teachers are valued as experts of their subject matter and are relied upon to help identify any gaps in course offerings or reorder the sequence of courses offered to better meet the requirements of the state standards and to better prepare students for state tests. Teachers were also encouraged to develop innovative courses that meet the needs and interests of students. Other activities and learning experiences that helped to inform and/or support the course offerings are as follows:

1. Student Council 5th-12th
2. Teen Court: Los Angeles Superior Courts 9th-12th
3. College Delegates Visit Campus 9th-12th
4. Forest Service Student Outreach Program: Generation Green 9th-12th
5. International Baccalaureate, Middle Years Program, Research Intensive, Year Long, Personal Project in 10th Grade
6. ACT Test Preparation Periods 10th & 11th
7. Parents invited to community assembly to provide input in academic and school environment improvements
8. Students answered at the end of each unit survey to give opinion on what they are being taught
9. During Student/Teacher Led conferencing, goals were set according to each students needs, unless the student needs academic intervention sooner, teacher would meet with student and

	<p>parent/guardians regarding the actions necessary for improvement</p> <p>4. Teachers were all properly credentialed in grades K-12th</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide necessary supports and interventions (eg. Counseling, after school tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Meetings with counselor regarding academic progress, achievement, improvement, college eligibility and university enrollment assistance</p> <p>2. After-school program tutoring (offered five days of the week)</p> <p>3. Teachers had office hours every week</p> <p>4. Grade Checks</p> <p style="padding-left: 20px;">a. Grade check with teachers during office hours</p> <p style="padding-left: 20px;">b. Online academic grades were provided via Power School</p> <p style="padding-left: 20px;">c. Student Led Conferences twice a semester for the high/ middle school students</p> <p style="padding-left: 20px;">d. Teacher led conferences conducted in the middle and end of each semester (Once a trimester for elementary school)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$55,000</p>	<p>Salary Guidance Counselor - 1000-1999 Certificated Salaries - LCFF: \$55,000</p>

Analysis

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

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

All actions were implemented

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

The actions and/services were effective in all areas except for the goal on the percentage of students completing Advanced Placement exams with a score of 3 or higher. More services will be provided to students to increase student performance on the AP examinations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Services provided by our school aligned with the provided guidelines, but can be improved upon with better communication with students about expectations in AP course and more frequent grade update on their performance. Additionally, students need more preparation for the AP examines using examples provided by the College Board, participation in writing workshops, and tutorial services made available after-school. We are not making a change to a goal. Instead we are implementing additional actions and services to increase the number of student scoring a 3 or higher on the exam. Changes can be found in the section titled, Goals, Actions, and Services.

Goal 2

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.

State and/or Local Priorities Addressed by this goal:

State Priorities:

Local Priorities: STATE 3,4, 5, 6, 7, 8 COE N/A LOCAL Linguistic and Cultural Diversity Engagement

Annual Measurable Outcomes

Expected	Actual
<p data-bbox="730 363 800 383">2017-18</p> <ol style="list-style-type: none"> <li data-bbox="730 402 1024 467">1. Student enrollment in at least one world language that is not English <li data-bbox="730 487 1024 597">2. Reduction in chronic absenteeism to ensure access to a world language class and earn a grade C or higher for UC/CSU eligibility <li data-bbox="730 617 1024 701">3. Field trips focused on cultural learning such as Pow Wows, ceremonies, marches, runs, native sites, etc. <li data-bbox="730 721 1024 805">4. Achievement in arts, and design courses including traditional danza Azteca and other forms of performing arts. <li data-bbox="730 824 1024 935">5. Achievement in physical and health education courses including traditional danza Azteca and other forms of performing arts. 	<ol style="list-style-type: none"> <li data-bbox="1100 402 1654 487">1. Maintained 90-100% of K-12 student enrollment in at least one world language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. <li data-bbox="1100 506 1654 571">2. Average Daily Attendance for this academic year was 94%. Access to a world language class and earning a grade C or higher for UC/CSU eligibility was 98%. <li data-bbox="1100 591 1654 636">3. Field trips focused on cultural learning such as Pow Wows, ceremonies, marches, runs, native sites, etc. were achieved. <ul style="list-style-type: none"> <li data-bbox="1100 656 1470 675">• Danza at Indigenous Peoples day Rally <li data-bbox="1100 695 1386 714">• Danza at LACCNAIC Pow Wow <li data-bbox="1100 734 1444 753">• Dia de Los Muertos, Miccailhuitontli <li data-bbox="1100 773 1596 792">• MEChA de UCLAs 25th Annual Raza Youth Conference <li data-bbox="1100 812 1285 831">• Pomona Pow Wow <li data-bbox="1100 850 1360 870">• Atlakawalo Mexica New Year <li data-bbox="1100 889 1495 909">• "Dream the Impossible" Youth Conference <li data-bbox="1100 928 1268 948">• Festival Nahuatl <li data-bbox="1100 967 1260 987">• UCLA Pow wow <li data-bbox="1100 1006 1654 1091">1. Maintained and/or improved levels of achievement in arts, and design courses including traditional danza Azteca and other forms of performing arts. 93% of students passed with a score of C or better. <ul style="list-style-type: none"> <li data-bbox="1100 1110 1629 1130">• Xinaxtemaxtiloyan: Danza Azteca Dedicado a Tata Cuaxtle <li data-bbox="1100 1149 1470 1169">• Danza at Indigenous Peoples day Rally <li data-bbox="1100 1188 1444 1208">• Dia de Los Muertos, Miccailhuitontli <li data-bbox="1100 1227 1386 1247">• Danza at LACCNAIC Pow Wow <li data-bbox="1100 1266 1285 1286">• Pomona Pow Wow <li data-bbox="1100 1305 1360 1325">• Atlakawalo Mexica New Year <li data-bbox="1100 1344 1260 1364">• UCLA Pow wow <li data-bbox="1100 1383 1654 1448">1. Maintained and/or improved levels of achievement in physical and health education courses including traditional danza Azteca and other forms of performing arts. 100% of

students, grades 6- 10 received a grade of C or better in Physical Education.

- **Xinaxtemaxtiloyan: Danza Azteca Dedicado a Tata Cuaxtle**
- **Danza at Indigenous Peoples day Rally**
- **Dia de Los Muertos, Miccaihuitontli**
- **Danza at LACCNAIC Pow Wow**
- **Pomona Pow Wow**
- **Atlakawalo Mexica New Year**
- **UCLA Pow wow**

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Provide a continuum of maternal and world language options.</p> <p>2. Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. We provided a continuum of maternal and world language options through:</p> <ul style="list-style-type: none"> o The implementation of a Nahuatl immersion program with a highly-qualified teacher who is a Nahuatl native speaker. o 100% of students in grades K-5 were enrolled in a dual language program o 100% of students in grades 6-11 were enrolled in a World Language Class every year. <p>2. Teachers participated in professional development training at the beginning also have access to indigenous elders, who have passed down indigenous language, practices, and pedagogy that guide community workshops.</p>	1000-1999 Certificated Salaries - LCFF: \$150,000	1000-1999 Certificated Salaries - LCFF: \$150,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Train and organize parent involvement and community autonomy over</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. We organized parent</p>	1000-1999 Certificated Salaries - LCFF: \$50,000	1000-1999 Certificated Salaries - LCFF: \$50,000

<p>curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)</p>	<p>involvement and practiced community autonomy over curriculum, programs and resources for historically disadvantaged students in a variety of ways.</p> <ol style="list-style-type: none"> 1. Resources were provided to students through access to an on-site school psychologist that provides emotional wellness. 2. We also provided access to ASES, an after school program that provides tutoring and mentoring to 6th - 8th grade level students. Additionally, the after school program provided snacks and a safe place for students whose parents work later hours. 2. Parents were invited to community assemblies 2 times a year to discuss student performance and budget school safety, school goals, and priority. Student led conferences were held 2-3 times a year, to get feedback from parents. 		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <ol style="list-style-type: none"> 1. Train staff on how to create a positive school climate. 2. Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates. 3. Increase attendance rates. Implement strategies to reduce chronic absenteeism such as: attendance recovery opportunities, increase parent communication regarding 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ol style="list-style-type: none"> 1. We created a positive school climate and continued to improve student engagement by reducing dropout rates, absenteeism and increased graduation rates; increased attendance rates. 2. Our administrative offices called home daily when students were absent or notably late to confirm with parents/guardians of student's situation. <p>1. One Call Now was sent to</p>	<p>1000-1999 Certificated Salaries - LCFF: \$40,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$40,000</p>

<p>effects of absences of student learning and school budget.</p>	<p>those students that were late to notify parents.</p> <ol style="list-style-type: none"> 2. The teachers notified parent during student led conferences the effects of the students absences has on their grades. 3. Counselor and Psychologist called students who needed more intervention. <p>3. Director of Education, counselor and information and reporting coordinator reviewed attendance every week.</p> <ol style="list-style-type: none"> 1. Director of Education, counselor, information and reporting coordinator and administrative office followed up with student and parents on their previous absence to ensure parent letter or doctors notes were submitted. 2. Encouraged parents/guardians to bring students to briefly meet with their teachers to get work for the day. Ensuring student was up to date in their school work. 3. Created class/grade incentives for grades that had best attendance for the week. 4. When new students enrolled in our school the attendance policy was explained to parents and students. 		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>1000-1999 Certificated Salaries - LCFF: \$20,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$20,000</p>

<ol style="list-style-type: none"> 1. Train all staff on school cultural values profile called Makuilxochitl 2. Educate all students and parents on school cultural values profile called Makuilxochitl. 3. Create, administer and reflect upon surveys on the schools mission and vision. 4. Create and organize opportunities for volunteerism at the school to build community. 5. Engage students in a mission guided curriculum. 6. Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement. 	<ol style="list-style-type: none"> 1. All staff practiced school cultural values 2. Students, parents and staff participated in school assemblies, and national and local events related to social issues such as climate change, immigration, Indigenous Peoples rights, and civic responsibilities. 3. All staff participated in professional development to learn about indigenous cultural values and protocols as well as the schools mission and vision 4. Parents and community continued to volunteer to teach students traditional cooking practices, songs, ancestral agricultural knowledge and Aztec Dance 5. Engaged students in a mission guided curriculum. 6. Celebrated with all stakeholders community building success through assemblies, meetings and public acknowledgement. <p style="text-align: center;">1. Primary Years Program (5th Grade) Exhibition and Middle Years Program</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. The guidance counselor created course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course.</p> <p>1. All Students in 8-12th grade had access to (A-G) courses</p> <p>2. All Students in 6th-11th grade were enrolled in</p>	<p>1000-1999 Certificated Salaries - LCFF: \$12,505</p>	<p>1000-1999 Certificated Salaries - LCFF: \$12,505</p>

**world language course,
Spanish**

**3. All students in 8th- 11th
grade were given access
to (A- G) Spanish Course**

**4. All 12th grade students
had access to AP Spanish
culture course.**

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.

All actions were implemented.

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

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous People by continuous community organizing and indigenous educational pedagogy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

As a result of this analysis, the goal remained the same. We modified the metrics to align with the new LCFF Evaluation Rubrics and to better reflect the planned actions/services. The action/services were also modified to better align with LCFF Evaluation Rubrics, meet the needs based on student achievement data. Changes can be found in the section titled, Goals, Actions, and Services.

Goal 3

All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

State and/or Local Priorities Addressed by this goal:

State Priorities:

Local Priorities: STATE 1, 2, 3, 5, 6, 7 COE N/A LOCAL Preparation for College, Global Learning with Purpose, and Organic Leadership

Annual Measurable Outcomes

Expected	Actual
<p>2017-18 Students will access three academic, cultural and/or community resources. School climate will improve in accordance with State Priority Education Code 52060(d)(6) measured by all of the following as applicable:</p> <ol style="list-style-type: none"> 1. Pupil suspension rate 2. Expulsion rate 3. Other local measures of pupils, parents and teachers on the sense of safety and school connectedness by using a medium such as surveys, focus groups etc. 4. Create and/or maintain relationships of current year with community organizations and Colleges and Universities. 5. Provide access to inquiry-based, internationally- minded college preparatory courses as Indigenous Persons; including cultural ceremonies and other community-based learning experiences. 6. Experiential learning. 	<ol style="list-style-type: none"> 1. Maintained or improved pupil suspension rate, there were zero suspensions this academic year. 2. Maintained or improved expulsion rate, there were zero expulsions this academic year. 3. Maintained 90-100% - A school-wide survey for all staff and students demonstrates there is a 100% sense of safety and school connectedness. Other local measures for collecting data on on the sense of safety and school connectedness, from pupils, parents and teachers were: <ul style="list-style-type: none"> o Student surveys o Parent surveys o Focus Groups 4. Increased participation by one percent in created and/or maintained relationships of current year with community organizations and Colleges and Universities. <p>Maintained relationships with organizations:</p> <ul style="list-style-type: none"> • Seven Generations Fund • Wishtoyo Foundation • Forest Service • Generation Green • Native Wellness Institute, • Outward Bound • Metabolic Studio • Sacred Places Institute for Indigenous Peoples, <p>Maintained relationships with Colleges and Universities through programs:</p> <ul style="list-style-type: none"> • American Indian Health Career Ladder at Western University • Pomona College and Pitzer College, IndigeNations • East Los Angeles Community College, Escalante Program • UCLA School of Laws Tribal Learning Community & Educational Exchange

- UCR, Highlander Day
 - California State University, Brown Issues
 - Western University, Veterinary Event
5. Increased participation by one percent in created and/or maintained provided access to inquiry-based, internationally- minded college preparatory courses as Indigenous Persons; including cultural ceremonies and other community-based learning experiences.
- UCLA Tribal Learning Community and Educational Exchange
 - Brown Issues
 - MEChA de UCLAs 25th Annual Raza Youth Conference
 - IndigeNations: Native Youth to College Program - Pitzer College
 - Day of the Ancestors: Festival of Masks
 - UCLA Pow Wow
 - Atlakawalo Mexica New Year Ceremony
6. Increased participation by one percent in created and/or maintained experiential learning through:
- College visits
 - Native Wellness Institute: Native Youth Leadership Academy
 - Wishtoyo Foundation
 - Outward Bound: Joshua Tree
 - Teen Court
 - Festival Nahuatl at LA Plaza de Cultura y Artes
 - Veterinary Event at Western University
 - California Youth Court Summit
 - 2018 Gubernatorial Forum at UCLA
 - American Indian Health Career Ladder at Western University

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>1000-1999 Certificated Salaries - LCFF: \$75,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$75,000</p>
<p>Students to be Served: All</p>	<p>Students to be Served: All</p>		
<p>Location: All Schools</p>	<p>Location: All Schools</p>		
<ol style="list-style-type: none"> 1. Train staff on how to create opportunities for students to access academic, cultural and community resources. 2. Trips to nearby colleges and universities. 3. Create and maintain relationships with community organizations. 4. Create and maintain relationships with Colleges and Universities 5. Train staff on how to guide students to provide community action and service. 6. Provide access to cultural ceremonies and other community-based learning experiences. 7. Access to standards aligned materials. 8. Access to high quality teachers. 9. Implementation of Common Core Standards for all students. 10. Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons. 11. Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness. 12. Reduce pupil suspension and expulsion rates. 	<ol style="list-style-type: none"> 1. Trained staff on how to create opportunities for students to access academic, cultural and community resources. 2. Created opportunities for students to access academic, cultural and community resources. <ol style="list-style-type: none"> 1. American Indian Health Career Ladder at Western University 2. UCLA School of Laws Tribal Learning Community & Educational Exchange 3. Teen Court: Los Angeles Superior Courts 4. CAYC- California Association of Youth Courts 5. SHADES- Stopping Hate and Delinquency by Empowering Students 6. Native Youth to College Program - Pitzer College 7. UCR Highlander Day 8. Virtual and on-site trips to college campuses 9. College delegates visit campus 10. Generation Green- Partnership with Los Angeles Forest Service 9th-12th; Los Angeles County Fair, Mono Lake, Joshua Tree and Yosemite 		

National Park.

11. Wishtoyo- Chumash Village an educational center located in Malibu

12. Local gang prevention organizations

3. Provided trips to nearby colleges and universities.

1. Pitzer College

2. Pomona College

3. Scripps College

4. Western University of Health Sciences

5. East Los Angeles Community College

6. California Polytechnic, Pomona

7. CSU Channel Island

8. UC Riverside

9. UC Los Angeles

10. UC Irvine

4. Created and maintained relationships with colleges and universities.

1. California State University Los Angeles

2. Pitzer College

3. Western University of Health Sciences

4. East Los Angeles Community College

5. Pomona College

6. Scripps College

7. CSU Channel Island

8. UC Riverside

9. UC Los Angeles

5. Trained staff on how to guide students to provide community action and service.

6. Provided access to cultural ceremonies and other community -based learning experiences

1. **Xinaxtemaxtiloyan: Danza Azteca Dedicado a Tata Cuaxtle**
2. **Indigenous Peoples Day implementation at Los Angeles**
3. **Indigenous Peoples day Rally Danza Azteca**
4. **Miccailhuitontli, Dia de Los Muertos**
5. **Danza at LACCNAIC Pow Wow**
6. **Atlakawalo Mexica New Year**
7. **UCLA Pow Wow**
8. **Teachers were given PD training and planning time for creating curriculum to encourage community action and services. Teachers across grade levels participate in mentoring for exhibition and personal project which are encouraged community action and services.**
7. **Provided access to standard aligned materials**
 1. **Bi-Literacy Program Razkids \$1200**
 2. **Computers \$10,000**
 3. **Mathematics Program Dreambox \$4,000**
 4. **Math Textbooks and Graphing Calculators \$500**
 5. **English Language Learner Workbooks \$50**
8. **Provided all students with access to high quality teachers**
9. **Implemented the Common Core Standards for all students**
10. **IB and high school units are common core aligned**
11. **Provided access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons.**

	<p>12. Administered and analyzed survey results of pupil, parent and teacher sense of safety and connectedness.</p> <p>13. Reduced pupil suspension and expulsion rates.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers, parents, students and when applicable the counselor will review and document access to academic, cultural, and community resources and experiences for the student individual access plan during conferences.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Counselor reviewed and documented access to academic, cultural, and community resources and experiences on forms such as surveys, community service forms, pictures, etc.</p>	1000-1999 Certificated Salaries - LCFF: \$50,000	1000-1999 Certificated Salaries - LCFF: \$50,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>1. Develop culturally responsive alternatives to suspensions such as 1) high school students mentoring middle school students to support positive development, conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff.</p> <p>2. Train staff and students on culturally responsive and restorative justice practices.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>1. Developed culturally responsive alternatives to suspensions through student-led conferences and school assemblies. Also, ASES after school program provided positive behavior and mentoring through art activities and homework help.</p> <p>2. Trained staff and students on culturally responsive and restorative justice practice, as well as providing access to school psychologist.</p>	1000-1999 Certificated Salaries - LCFF: \$50,000	1000-1999 Certificated Salaries - LCFF: \$50,000

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.

All actions/services were implemented.

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

Effectiveness in the actions/services in the articulation of the measured goal in the strengthening student educational achievement and overall school climate based on access to state and local standardization; Adding to the safety of students and parents to access the school psychologist and academic counselor

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Expenditures and Estimated Actual Expenditures.

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

- **As a result of this analysis, the goal remained the same.**

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

- Parents have been involved in an ongoing study of our school since its founding. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of interest, analyze student data, review finance reports, and set goals for the school.
- At community assemblies, parents engage in dialogue with other parents, teachers, board members, and administrators during workshops on curriculum and student learning.
- Parent opinion recorded during workshops and the results of surveys conducted at the community assemblies are used to make improvements in curriculum and adjustments to goals and plans, including the Local Control Accountability Plan, and accreditation self-review processes.
- Parents participate in 2-3 student-led conferences annually. This process keeps parents informed of student progress and assists parents and students to develop goals to improve achievement.
- Parents have further participated in an ongoing improvement process by becoming involved in school committees. Participation in a committee involves consistent study of student data, identifying student needs based on data, and planning improvements and resources.
 - The committees included English Learners, Special Education (MCD), Facilities, Discipline and School Safety, and the school self-review (WASC) committee.
 - Committee recommendations are typically implemented promptly since a director and the parent organizer both participate in each committee and report findings and recommendations to the Council of Trustees and the Executive Director.
- Students are an important voice in the school's ongoing improvement process and have consistently been involved in the development of school-wide goals and expected learning results.
- Students participated in reflections during each unit to inform teachers of their learning progress and needs. Teachers were expected to use that information to make adjustments in their planning.
- During professional development, teachers analyzed student input to plan and improve units that take into account student and teacher reflections.
- Students participated in school designed surveys and International Baccalaureate (IB) curriculum aligned questionnaires about the written curriculum, learning and teaching, and assessment. The results guided curriculum planning and finances.
- Students were encouraged to participate in community assemblies to receive training and give opinions on curriculum, student progress and needs. In addition, students participated over a multi-year period in developing individual and schoolwide school goals based on a study of state assessment results.
- Our Council of Trustees and School Site Council have been active participants in developing LCAP goals. Both leadership groups have consistently reviewed student data to make improvements in our delivery of services and school culture.
- The Council of Trustees was key in reviewing curriculum and all support services to determine the effectiveness of programs and changes needed to make improvements in student learning. They met monthly to review student performance and make recommendations on teaching and delivery of services, in accordance with LCAP and LCFF requirements.
- The Council of Trustees has made it a priority to provide support through budgetary decisions to hire consultants in curriculum and data analysis, and instructors in test preparation.
- The Council of Trustees and School Site Council have spent considerable meeting time monitoring student performance, and making adjustments and changes to our action plan based on the school's needs. The leadership team has been a driving force in guiding our school in meeting the guidelines of our charter.
- The Executive Director, in coordination with the Director of Education, school administrators, lead teachers, the school psychologist and the counselor, have collaborated to make continual improvements to every facet of the school based on student performance and needs.
- The school's leadership has been instrumental in keeping school staff accountable to our entire school community. Accountability is ensured on multiple levels such as the Council of Trustees, Community Assemblies and multiple parent meetings wherein student performance data is reported to parents.
- The directors' involvement included all forms of professional development for teachers and staff, school committees, community assemblies and student-led conferencing to monitor the implementation of our school wide goals.
- The directors ensured that all stakeholders were involved in an analysis of student performance and alignment of long terms plans to the school's areas of need.

Impact on LCAP and Annual Update

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

ANNUAL UPDATE: Throughout the 2017-2018 school year, staff conducted collected information regarding LCAP goals and the effectiveness of their implementation from various stakeholders through the use of verbal and written reflections, surveys, parent meetings, parent feedback, student assemblies, etc.

Student meetings were held during the school day in assembly. At times, meeting participants reviewed the charter petition and available student performance and demographic data. In June 2018, additional meetings focused upon LCAP goals and priorities were held with community stakeholders including parents .

The LCAP was updated and recommended approval at the June 2018 Council of Trustees meeting. The revised document will be submitted to the California Department of Education by July 1, 2018.

ANNUAL UPDATE: Goals and benchmarks have been reviewed and kept. The stakeholders agreed that the goals continue to be relevant and appropriate to our school mission and the intent of the LCFF funding. Growth benchmarks have been updated to reflect achievable progress. Parents, students, and staff all expressed that Nahuatl language and culture programming should be additionally emphasized at all school levels. Parents in particular, expressed the need to strengthen the delegation of students' socio-emotional needs with community organizations aligned with native wellness approaches. They also asked to prioritize action as follows:

- Work with law enforcement and drug counselors to reduce number of suspensions
- Parent and student workshops regarding indigenous cultural knowledge, impact of student absences on learning and on the school's budget
- High school students mentor middle school students to help with conflict resolution, time management, reduction in suspensions, etc.
- CONTINUED Use of SBAC Interim Assessments next year to help students be more prepared for state tests.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will graduate with the academic preparation and achievement necessary for college and career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Preparation for College, Global Learning with Purpose, and Organic Leadership

Identified Need:

Increase the number of students that graduate with the academic preparation and achievement necessary for college and career readiness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to A-G, college or career ready courses	100% of students are enrolled in A-G, college or career courses	Maintain High or Very High access to college or career ready courses, per the LCFF Evaluation Rubric	Maintain High or Very High access to college or career ready courses, per the LCFF Evaluation Rubric	N/A
Graduation rates per LCFF Evaluation Rubrics	100% of seniors graduated	Maintain High or Very High graduation rates per the LCFF Evaluation Rubric	Maintain High or Very High graduation rates per the LCFF Evaluation Rubric	N/A
Student feedback and goal setting	90% of students completed the feedback and goal setting forms	Maintain 90-100% of student feedback and goal forms completion	Maintain 90-100% of student feedback and goal forms completion	N/A
Achievement targeting A-G and college or career readiness courses.	Establish baseline of students who receive a grade of C or better in end of course grades	Maintain High or Very High (45% or greater) per the LCFF Evaluation Rubric	Maintain High or Very High (45% or greater) per the LCFF Evaluation Rubric	N/A
Smarter Balanced (SBAC) Interim Assessments	Roll out and establish baseline of student and teacher participation in SBAC Interim Assessments in ELA and Mathematics	Increase student participation in SBAC IAB by 5%	Maintain 90 - 100% student participation in SBAC IAB.	N/A

CAASPP Smarter Balanced Summative Assessments	According to LCFF Evaluation Rubrics, ELA and Mathematics scores are Very Low for All Students, English Learners and Special Education students demonstrate a larger gap of achievement compared to other subgroups	Demonstrate Increase per LCFF Evaluation Rubrics	If improved, Maintain or Increase per LCFF Evaluation Rubrics	N/A
International Baccalaureate Primary Years Program Exhibition (5th Grade) and International Baccalaureate Middle Years Program Personal Project (10th Grade)	Establish baseline achievement scores of grade 3 or higher on the PYP Exhibition and the MYP Personal Project	Establish baseline	Maintain or improve the number of students that score 3 or above	N/A
Achievement in world language courses	Establish baseline achievement in courses	Establish baseline	Maintain or improve number of students with passing or above achievement	N/A
Achievement in CELDT: Annual CELDT test takers who increased at least one CELDT level plus annual CELDT test takers who maintained early advanced/advanced English proficient on the CELDT - OR ELs who were reclassified in prior year The school is in compliance with meeting ELPAC requirements and will establish a baseline for 2018-2019	55% of students demonstrated progress towards English proficiency as calculated using the ELPI formula	Demonstrate Maintained or Increased per the English Learner Progress LCFF Evaluation Rubric. Establish a baseline using the ELPAC results.	Due to transition to ELPAC, there will be a baseline established for this year.	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<ol style="list-style-type: none"> Offered training to teachers on how to align curriculum with the Common Core and International Baccalaureate standards, continue subscription to the IB curriculum mapping software (Managebac) and trained staff on its use. Established benchmarks for school wide assessments- Provided training on how to align assessments to the Common Core State Standards Offered training to teachers and staff to provide support for English Language Learners Create A-G approved curriculum and coursework for all core subjects. Offered A-G approved courses to all students Offered training to teachers on how to analyze data from state exams 	<ol style="list-style-type: none"> Offer training to teachers on aligning curriculum with Common Core and International Baccalaureate standards. Establish benchmarks for school wide assessments- Provide training on how to align assessments to the Common Core State Standards Offer training to teachers and staff to provide supports for English Language Learners Create A-G approved curriculum and coursework for all core subjects. Offer A-G approved courses to all students Offer training to teachers how to analyze data from state exams 	<ol style="list-style-type: none"> Offer training to teachers on aligning curriculum with Common Core and International Baccalaureate standards. Establish benchmarks for school wide assessments- Provide training on how to align assessments to the Common Core State Standards Offer training to teachers and staff to provide supports for English Language Learners Create A-G approved curriculum and coursework for all core subjects. Offer A-G approved courses to all students Offer training to teachers how to analyze data from state exams

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$31,100 (repeat expenditure)	\$31,100 (repeat expenditure)	\$31,100 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

1. Recruited and retained teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts

2018-19

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

Modified Action

1. Recruit and retain teachers to provide instruction in maternal languages and in world languages other than English.

2019-20

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

Unchanged Action

Recruit and retain teachers to provide instruction in maternal languages and in world languages other than English.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$55,750 (repeat expenditure)	\$55,500 (repeat expenditure)	\$55,500 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$16,100 (repeat expenditure)	\$50,000 (repeat expenditure)	\$50,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<ol style="list-style-type: none"> Offered training to staff on how to ensure guidance for all students to access UC/CSU required courses Aligned courses and course offering that prepared students for college preparatory curriculum from elementary grades on. Designed, monitored and improved course offerings reflective of student and teacher feedback. Hired and trained appropriately credentialed teachers, and curriculum specialists. Additionally opportunities were given to parents to engage in supporting students for college and career preparation. 	<ol style="list-style-type: none"> Offer training to staff on how to ensure guidance for all students to access UC/CSU required courses Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on. Design, monitor and improve course offerings reflective of student and teacher feedback. Hire and train appropriately credentialed teachers, and curriculum specialists. 	<ol style="list-style-type: none"> Offer training to staff on how to ensure guidance for all students to access UC/CSU required courses Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on. Design, monitor and improve course offerings reflective of student and teacher feedback. Hire and train appropriately credentialed teachers, and curriculum specialists.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$55,000 (repeat expenditure)	\$55,000 (repeat expenditure)	\$55,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget
Reference

Certificated Salaries

Certificated Salaries

Certificated Salaries

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

1. Offered training to staff and provided necessary supports and interventions (eg. Counseling, after school tutoring, teacher office hours, several grade checks within a semester, programs such as Dreambox and RazKids) for the student subgroups to access the A- G curriculum so that they may graduate with the academic preparation necessary for post-secondary education.

2018-19

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

Modified Action

1. Offer training to staff and provide necessary supports and interventions (eg. Counseling, after school tutoring, teacher office hours, several grade checks within a semester, programs such as Dreambox and RazKids) for the student subgroups to access the A- G curriculum so that they may graduate with the academic preparation necessary for post-secondary education.

2019-20

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

Unchanged Action

Offer training to staff and provide necessary supports and interventions (eg. Counseling, after school tutoring, teacher office hours, several grade checks within a semester, programs such as Dreambox and RazKids) for the student subgroups to access the A- G curriculum so that they may graduate with the academic preparation necessary for post-secondary education.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	\$55,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$76,100 (repeat expenditure)	\$76,100 (repeat expenditure)	\$76,100 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget
Reference

Certificated Salaries

Certificated Salaries

Certificated Salaries

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

Unchanged Goal

Goal 2

All students will have access to curriculum rooted in the cultural, intellectual, and linguistic bodies of knowledge of Indigenous People.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: State Priorities: 3, 4, 5, 6, 7, 8 CDE: N/A Local Priorities: Linguistic and Cultural Diversity Engagement

Identified Need:

- To increase Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student enrollment in at least one world language course other than English
- To embed cultural, intellectual and linguistic diversity of Indigenous peoples in the curriculum to increase college and career readiness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student enrollment in at least one world language that is not English	Currently, students in grades K-11 are enrolled in at least one world language that is not English	Maintain 90-100% of K-12 students enrolled in at least one world language.	Maintain 90-100% of K-12 students enrolled in at least one world language.	N/A
Reduction in Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student chronic absenteeism to ensure access to a world language class and earn a grade C or higher for UC/CSU eligibility	Currently, our chronic absenteeism rate is 15%	Meet High or Very High per the LCFF Evaluation Rubrics (Rubric is still to be determined by CDE).	Meet High or Very High per the LCFF Evaluation Rubrics (Rubric is still to be determined by CDE).	N/A
Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student field trips focused on cultural learning such as Pow Wows, ceremonies, marches, runs, native sites, etc.	Establish baseline of how many trips can be accommodated with grant funds targeted for cultural experiences	Maintain and/or improve levels of achievement.	Maintain and/or improve levels of achievement.	N/A

<p>Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student achievement in arts, and design courses including traditional danza Azteca and other forms of performing arts.</p>	<p>Establish baseline of achievement in arts and design courses with end of term grades.</p>	<p>Maintain and/or improve levels of achievement.</p>	<p>Maintain and/or improve levels of achievement.</p>	<p>N/A</p>
<p>Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student achievement in physical and health education courses including traditional danza Azteca and other forms of performing arts.</p>	<p>Establish baseline of achievement in physical and health courses with end of term grades.</p>	<p>Maintain and/or improve levels of achievement.</p>	<p>Maintain and/or improve levels of achievement.</p>	<p>N/A</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

1. Provided continuum of maternal and world language options.
2. Offered training to all teacher to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge.

1. Provide Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student continuum of maternal and world language options.
2. Offer training to all teachers to embed curriculum with cultural, intellectual and linguistic indigenous knowledge.

1. Provide Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student continuum of maternal and world language options.
2. Offer training to all teachers to embed curriculum with cultural, intellectual and linguistic indigenous knowledge.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Professional development	Certificated Salaries; Professional development	Certificated Salaries; Professional development
Amount	\$50,880	\$50,880	\$50,880

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Indigenous World Language Teacher Salary	Certificated Salaries; Indigenous World Language Teacher Salary	Certificated Salaries; Indigenous World Language Teacher Salary
Amount	\$55,880	\$55,880	\$55,880
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Professional development for all teachers	Certificated Salaries; Professional development for all teachers	Certificated Salaries; Professional development for all teachers

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action	Modified Action	Action
1. Offered training and organized parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	1. Promote parent involvement and community autonomy through training on curriculum and resources for historically disadvantaged students.	Promote parent involvement and community autonomy through training on curriculum and resources for historically disadvantaged students.

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$55,750 (repeat expenditure)	\$55,750 (repeat expenditure)	\$55,750 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Parent & Community Engagement Coordinator salary	Certificated Salaries; Parent & Community Engagement Coordinator salary	Certificated Salaries; Parent & Community Engagement Coordinator salary
Amount	\$25,880 (repeat expenditure)	\$25,880 (repeat expenditure)	\$25,880 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Action
<ol style="list-style-type: none"> Offered training to staff on how to create a positive school climate. Continued to improve student engagement by reducing absenteeism, and increase graduation rates. Increased attendance rates. Additionally, implemented strategies to reduce chronic absenteeism such as: attendance recovery opportunities, transportation to and/from school as needed, and increase parent communication regarding effects of absences of student learning and on school budget. 	<ol style="list-style-type: none"> Offer training to staff on how to create a positive school climate. Continue to improve Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student engagement by reducing absenteeism, and increase graduation rates. Increase Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student attendance rates, strategically reduce chronic absenteeism and increase parent communication regarding effects of absences on student learning and school budget. 	<ol style="list-style-type: none"> Offer training to staff on how to create a positive school climate. Continue to improve Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student engagement by reducing absenteeism, and increase graduation rates. Increase Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student attendance rates, strategically reduce chronic absenteeism and increase parent communication regarding effects of absences on student learning and school budget.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,600	\$45,600	\$45,600
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Salary of administrative aide to contact parents	Classified Salaries; Salary of administrative aide to contact parents	Classified Salaries; Salary of administrative aide to contact parents
Amount	\$56,889	\$56,889	\$56,889
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Administrative personnel release time	Certificated Salaries; Administrative personnel release time	Certificated Salaries; Administrative personnel release time

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

1. Offered training to all staff on school cultural values profile called Mijle (Makuilxochitl).
2. Offered to educate all students and parents on school cultural values profile called Mijle (Makuilxochitl).
3. Created, administered and reflected upon offered surveys on the schools mission and vision.
4. Created, organized, and provided opportunities for volunteerism at the school to build community.
5. Engaged students in a mission guided curriculum.
6. Celebrated with all stakeholders community building success through assemblies, meetings and public acknowledgement.

2018-19

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

Modified Action

1. Offer training to all staff on school cultural values called Mijle (Makuilxochitl).
2. Offer to educate all students and parents on school cultural values called Mijle (Makuilxochitl).
3. Provide and reflect on surveys regarding schools mission and vision.
4. Provide school volunteer opportunities to build community.
5. Engage Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student in a mission guided curriculum.
6. Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement.

2019-20

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

Unchanged Action

1. Offer training to all staff on school cultural values called Mijle (Makuilxochitl).
2. Offer to educate all students and parents on school cultural values called Mijle (Makuilxochitl).
3. Provide and reflect on surveys regarding schools mission and vision.
4. Provide school volunteer opportunities to build community.
5. Engage Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student in a mission guided curriculum.
6. Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,998	\$85,998	\$85,998

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher salary release time for instruction of cultural content	Certificated Salaries; Teacher salary release time for instruction of cultural content	Certificated Salaries; Teacher salary release time for instruction of cultural content
Amount	\$50,650	\$50,650	\$50,650
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Training provided by external expert consultants	Services and Other Operating Expenses; Training provided by external expert consultants	Services and Other Operating Expenses; Training provided by external expert consultants

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

The guidance counselor created course schedules for Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course.

2018-19

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

Modified Action

Guidance counselor will create course schedules for Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student identified in subgroups, offering all A-G courses, and at least one world language course.

2019-20

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

Unchanged Action

Guidance counselor will create course schedules for Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student identified in subgroups, offering all A-G courses, and at least one world language course.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,880	\$25,880	\$25,880
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Personnel release time	Certificated Salaries; Personnel release time	Certificated Salaries; Personnel release time

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

Unchanged Goal

Goal 3

1. All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Preparation for College, Global Learning with Purpose, and Organic Leadership

Identified Need:

Increase Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student access to academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) Pupil suspension rate	There were no pupils suspended so the rate improved.	Achieve High or Very High per the LCFF Evaluation Rubric	Maintain High or Very High per the LCFF Evaluation Rubric	N/A
Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) Expulsion rate	There were zero pupils expulsions.	Maintain High or Very High per the LCFF Evaluation Rubric	Maintain High or Very High per the LCFF Evaluation Rubric	N/A
Other local measures of pupils, parents and teachers on the sense of safety and school connectedness by using a medium such as surveys, focus groups etc.	A school-wide survey for all staff and students demonstrates there is a 100% sense of safety and school connectedness	Maintain 90-100% sense of safety and connectedness	Maintain 90-100% sense of safety and connectedness	N/A
Create and/or maintain relationships of current year with community organizations and Colleges and Universities.	Establish baseline of student access to community organizations and colleges/universities	Increase participation by one percent	Maintain and or improve by one percent	N/A
Provide access to inquiry-based, internationally-minded college preparatory courses as Indigenous Persons; including cultural ceremonies and other	Establish baseline student access to, interest in and participation in community-based learning experiences.	Increase participation by one percent	Maintain and or improve by one percent	N/A

community-based learning experiences.				
Experiential learning	Establish baseline student access to, interest in and participation in experiential experiences	Increase participation by one percent	Increase participation by one percent.	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Modified Action	Unchanged Action
<ol style="list-style-type: none"> Offered training to staff on how to create opportunities for students to access academic, cultural and community resources. Offered trips to nearby colleges and universities. Created and maintained relationships with community organizations. Created and maintained relationships with Colleges and Universities. Offered training to staff on how to guide students to provide community action and service. Offered access to cultural ceremonies and other community-based learning experiences. Accessed standards aligned materials. Accessed high quality teachers. Implemented Common Core Standards for all students. Accessed inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons. 	<ol style="list-style-type: none"> Offer training to staff on how to create opportunities for students to access academic, cultural and community resources. Trips to nearby colleges and universities. Create and maintain relationships with community organizations. Create and maintain relationships with Colleges and Universities Offer training to staff on how to guide students to provide community action and service. Offer access to cultural ceremonies and other community-based learning experiences. Access to standards aligned materials. Access to high quality teachers. Implementation of Common Core Standards for all students. Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons. 	<ol style="list-style-type: none"> Offer training to staff on how to create opportunities for students to access academic, cultural and community resources. Trips to nearby colleges and universities. Create and maintain relationships with community organizations. Create and maintain relationships with Colleges and Universities Offer training to staff on how to guide students to provide community action and service. Offer access to cultural ceremonies and other community-based learning experiences. Access to standards aligned materials. Access to high quality teachers. Implementation of Common Core Standards for all students. Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons.

<p>11. Administered and analyzed survey results of pupil, parent and teacher sense of safety and connectedness.</p> <p>12. Reduced pupil suspension and expulsion rates.</p>	<p>11. Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness.</p> <p>12. Reduce pupil suspension and expulsion rates.</p>	<p>11. Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness.</p> <p>12. Reduce pupil suspension and expulsion rates.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$75,567	\$75,567	\$75,567
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; External consultants training	Services and Other Operating Expenses; External consultants training	Services and Other Operating Expenses; External consultants training
Amount	\$75,654	\$75,654	\$75,654
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Director release time to implement action item	Certificated Salaries; Director release time to implement action item	Certificated Salaries; Director release time to implement action item

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Teachers, parents, students and when applicable the counselor reviewed and documented access to academic, cultural, and community resources and experiences

2018-19

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

Modified Action

Teachers, parents, students and when applicable the counselor reviews and documents access to academic, cultural, and community resources and experiences with partner institutions and organizations.

2019-20

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

Unchanged Action

Teachers, parents, students and when applicable the counselor reviews and documents access to academic, cultural, and community resources and experiences with partner institutions and organizations.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$31,000	\$56,889	\$56,889
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; Staff time	Certificated Salaries; Staff time

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

2018-19

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

Modified Action

2019-20

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

Unchanged Action

1. Offered culturally responsive alternatives to suspensions such as 1) high school students mentor middle school students to support positive development conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff.
2. Offered training to staff and students on culturally responsive and restorative justice practices.

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2. Offer training to staff and students on culturally responsive and restorative justice practices

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$31,100	\$56,786	\$56,786
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Books and Supplies	Books and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$920,382

Percentage to Increase or Improve Services:

33.54%

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](#)).

- Addition or reassignment of personnel in alignment with increased or improved actions/services
 - Paraeducator(s) that provide small group or one to one services to Special Education students
 - AP/A-G class sizes of 15 or less as needed
 - Student Activities Coordinator
 - Parent Engagement Coordinator
 - Full time school psychologist
- Computers and textbooks
- Training for pedagogical staff, parents and teachers

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$667,505	\$667,505	\$716,673	\$716,673
1000-1999 Certificated Salaries	667,505	667,505	433,070	433,070
2000-2999 Classified Salaries	0	0	45,600	45,600
4000-4999 Books and Supplies	0	0	56,786	56,786
5000-5999 Services and Other Operating Expenses	0	0	181,217	181,217

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$667,505	\$667,505	\$716,673	\$716,673
LCFF Base/Not Contributing to Increased or Improved Services	612,505	667,505	264,896	264,896
LCFF S & C/Contributing to Increased or Improved Services	55,000	0	451,777	451,777

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$667,505	\$667,505	\$716,673	\$716,673
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	612,505	667,505	132,543	132,543
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	55,000	0	300,527	300,527
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	45,600	45,600
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	0	56,786	56,786
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	75,567	75,567
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	105,650	105,650

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

All students will graduate with the academic preparation and achievement necessary for college and career readiness.

All Funding Sources	\$55,000	\$55,000
LCFF S & C/Contributing to Increased or Improved Services	55,000	55,000

All students will have access to curriculum rooted in the cultural, intellectual, and linguistic bodies of knowledge of Indigenous People.

All Funding Sources	\$396,777	\$396,777
LCFF S & C/Contributing to Increased or Improved Services	396,777	396,777

1. All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

All Funding Sources	\$264,896	\$264,896
LCFF Base/Not Contributing to Increased or Improved Services	264,896	264,896

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

All students will graduate with the academic preparation and achievement necessary for college and career readiness

All Funding Sources	\$220,000	\$220,000
LCFF Base/Not Contributing to Increased or Improved Services	165,000	220,000
LCFF S & C/Contributing to Increased or Improved Services	55,000	0

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.

All Funding Sources	\$272,505	\$272,505
LCFF Base/Not Contributing to Increased or Improved Services	272,505	272,505

All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

All Funding Sources	\$175,000	\$175,000
LCFF Base/Not Contributing to Increased or Improved Services	175,000	175,000