Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Escuela Popular/Center for Training and Careers, Family Learning

Contact Name and Title	Patricia Reguerin Executive Director	Email and Phone	patricia@escuelapopular.org (408) 275-7191

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

Escuela Popular del Pueblo is a family learning center that operates two charters: Accelerated Family Learning Center Charter School serving Transitional Kindergarten through 8th grade and Center for Training and Careers Family Learning Center serving adult students age 18 in grade 9 through 12. Our family learning center serves Transitional Kinder to 12th grade children, youth, and adults who seek to empower themselves by acquiring a higher education. EP began as a community-based grassroots school to address the growing need for English instruction in East San Jose; as a consequence, Escuela Popular has been providing educational services since 1986. Within the first year of operation, the demand for learning and schooling grew rapidly and Escuela Popular continued to expand in the number of students, classes, and services. In 1999, Escuela Popular was asked to operate as a satellite campus of a new charter school organization. We seized the opportunity to expand our services to the community at large by providing a dual language kindergarten through the 8th-grade academy, along with a high school academy for youth, and in keeping with our vision of Escuela Popular as a family learning center, an academy for parents and adults. In 2002, Escuela Popular was able to function independently and acquired its own non-profit status, assuming the name Escuela Popular del Pueblo. It was then when our school opened its doors as Escuela Popular Accelerated Family Learning Center. This entire enterprise was started by Lidia Reguerin, a Stanford alumna with over fifty years teaching experience, whose vision was driven by the educational principles of Paulo Freire. She firmly believes that teaching is an act of love and that we should teach our students to pursue their dreams.

From the outset, our students' status in society and the resulting problems that they face have been central to our educational approach. Critical issues our students face include:

- poverty
- language isolation from the dominant culture
- immigration issues and resulting insecurities
- culture shock resulting in a feeling of disempowerment and dependency
- life threatening travel to the US resulting in trauma
- family separation which is particularly hard on the youth
- frequently interrupted educational cycle

Our students are:
- Recent immigrants for whom the US school experience is new and intimidating.
- 90% are Latino
- Some students have had limited or interrupted cycle of education.
- Their primary language is Spanish
- Students who found it difficult to be successful in large comprehensive high schools.
- Working youth who have part-time or full-time employment while attending school
- 89% of students under the age of 18 who are eligible and participate in the free and reduced lunch program
- 82% of students are classified as English Learners

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

Working closely with stakeholders throughout the school to align our Charter Petition with our LCAP and WASC Schoolwide Action Plan, three goals have been identified as a focus within the next three years to improve outcomes for all students.

- GOAL 1: Students will have teachers who are equipped with resources to meet student needs and improve student performance.
- GOAL 2: Teachers and staff build trusting relationships with students to fully engage them in challenging learning activities.
- GOAL 3: Systematically align resources and programs to facilitate student learning.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS
- Increased stakeholder engagement, 94% of students participated in the Teaching Excellence Network Feedback Loop Survey
- Continued increased ratio of credits earned to credits attempted: 82% of credits earned to credits attempted
- 18% increase of students earning a letter grade of "B" of higher
- 59% increase of number of students who earned a Grade Point Average of 3.0 or higher
- Increased in number of long-term enrolled students: 3% in 9-12th
- 110.4 Lexile point increase between Fall 2016 and Spring 2017 on the M.A.P. Reading test and 59.2 Lexile point increase between Spring 2016 and Spring 2017.
- 3.1 RiT point increase between Fall 2016 and Spring 2017 on the M.A.P Reading test in 9-12th

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 | While we value the overall performance and mastery data that SBAC provides via the dashboard, our school is able to best serve our students by using local performance indicators that measure growth. When look at our local performance indicators via NWEA and our growth data, we are able to analyze where we can continue to improve.

We are proud of the growth that was made we continue to see the need to increase the percentage of students meeting their NWEA MAP Reading and Math growth targets.

We will continue working on retention of our students to ensure they have the opportunity to benefit from the vast resources available at our academy. Our professional development will be focused and target the improvement of instructional practices that are used to promote student growth within both Reading and Math. |
|---|---|

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	There are no gaps between any student group and all students in any area. The vast majority of our students over 80% are Latino and English Learners. Our entire LCAP is focused on increasing student achievement for all our students who are classified as English Learners, Latino and Socioeconomically Disadvantaged.

INCREASED OR IMPROVED SERVICES
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.

Alignment of resources to accelerate the progress of English language learners. Professional development to improve instructional practices for English language learners.

- Purchase of NEWSELA for 9-12th Grade to support in reading specific to individual student Lexile levels
- Addition of a Student Resource Advocate to meet student needs in the areas of immigration, housing, and other related matters.
- Student Data Manager time allotted to monitor attendance via personal calls to students within specific cohorts. Additional time allotted for phone calls and in person contact.

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	$7,263,437
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$7,263,437

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function such as general supplies, copier leases and contracts with services providers for IT services, phone services and utility costs, etc.

$7,504,990	Total Projected LCFF Revenues for LCAP Year

[Annual Update]{.underline} LCAP Year Reviewed: 2016-17

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	Teachers are more focused on and skillful in meeting student needs to improve student performance.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
90% of teachers attend professional development sessions offered by school.	90% of teachers attended professional development sessions offered by school.
100% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers.	100% of instructional leaders support teachers by reviewing lesson plans, conducting walkthroughs, leading PLCs, and acting as lead teachers for cohorts.
45% of teachers will be proficient in developing lessons using UbD approach to teaching.	43% of teachers are proficient in developing lessons using UbD.
Overall school TEN feedback loop of 8.0 or better.	9-12th Grade earned an Overall School score of 8.9 or 10.
At least 80% of students will complete the TEN feedback loop for teachers.	94% of students completed the T.E.N. Feedback Loop Survey and 41% of families completed the T.E.N. Feedback Loop Survey.
At least 60% of students will meet their annual growth targets, as established by Measures of Academic Progress (MAP).	Percentage of students who met growth target in Math was: 9-12th 56% Percentage of students met growth target in Reading was: 9-12th 43%
Using the 2012 text measures, the goal for each student is to; at a minimum improve their Lexile score from the midpoint of the range they are in to the midpoint of the next higher range or the number of points required to move into the next range, whichever is larger.	Percentage of students who improved a Level: 41% 9-12th.
30% of Core Courses will be A-G Approved.	25% of core classes are A-G Approved.

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.

Actions/Services	**PLANNED** School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.	**ACTUAL** In 2016-2017, PLC groups continue. Each group meets twice a month with an allocation of 75 mins each session. Our teacher leaders facilitate the groups and on average each group has completed a minimum of 2 circuits this year. In 2016-2017, the high school teachers meet weekly for professional development. Meetings consist of either PLCs and department time. Per teacher feedback and request, we added a cluster-clan collaboration time. Cluster-clan time provide a platform for teachers to make decisions on their focus and flexibility to select colleagues they wanted to collaborate with. In addition, and new this year, time was allotted for academy-specific collaboration.
Expenditures	**BUDGETED** Professional Development - $30,000 Staff Compensation +Benefits - $59,000	**ESTIMATED ACTUAL** Professional Development - $24,000 Staff Compensation +Benefits - $59,000
Actions/Services	**PLANNED** School will offer pre-service preparations to continue developing the improvement of content knowledge and pedagogical content practices.	**ACTUAL** In 2016-2017, improving content knowledge and pedagogical content practices occurred primarily during Wednesday collaborative meetings and quarterly inservice days. C.B.E.S.T. preparation classes were offered by select certificated Escuela Popular teachers to help aspiring pre-service staff prepare for the spring and summer administrations of the C.B.E.S.T. exam.
Expenditures	**BUDGETED** Compensation $8,000	**ESTIMATED ACTUAL** Compensation $8,000
Actions/Services	**PLANNED** School will provide professional development and coaching to teachers to design lessons using Understanding By Design with a focus on ELD and	**ACTUAL** Humanities teachers at the high school continue to work on developing instructional units of lessons using backward mapping, using the Understanding by Design

	Math Common Core Standards.	(UbD) approach to teaching, primarily with instructional mentors, but also in collaborative planning times. Math department devoted time to develop Ubds for math modules and C.C.S.S. Integrated Math I. The focus was to develop curriculum maps for each quarter. All documents are stored on the school's google drive. Algebra II and Geometry Ubds are currently in progress.
Expenditures	**BUDGETED** Professional Development - $30,000 Staff Compensation + Benefits - $3,000	**ESTIMATED ACTUAL** Professional Development - $24,000 Staff Compensation + Benefits - $3,000
Actions/Services	**PLANNED** School will designate prep time for teachers of all grades to plan collaboratively during the school day.	**ACTUAL** High school teachers receive eight hours a month for Wednesday collaboration: • 60 minutes for department collaboration • 180 minutes for PLCs, • 60 minutes for peer collaboration, • 60 minutes for cluster collaboration, and • 60 minutes for Academy collaboration. Part-time teachers are allotted approximately five hours per week of individual prep time. Full-time teachers are allotted approximately thirteen hours per week of individual prep time. Teachers often use their individual prep time to meet informally with colleagues to plan collaboratively.
Expenditures	**BUDGETED** Staff Compensation + Benefits - $118,000	**ESTIMATED ACTUAL** Staff Compensation + Benefits - $118,000
Actions/Services	**PLANNED** Continue to use TEN feedback for teacher to use in PLCs. Develop a separate method to effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.	**ACTUAL** We are partners of the Teaching Excellence Network and use the T.E.N. online platform to collect feedback relative to the 12 indicators of excellent teaching, referred to as the 12 Top Priorities. As a community responsive school, we host embedded professional development in form of Professional Learning Communities (PLCs). The goal of the PLCs is to respond to our communities needs, as well as provide teachers opportunities to select their own

		development, based on the feedback received using the T.E.N. Feedback Loop survey. Each spring, teachers and administrators receive feedback from the school community during the "Feedback Loop" relative to performance on the 12 Top Priorities.
Expenditures	**BUDGETED** No direct costs	**ESTIMATED ACTUAL** No direct costs
Actions/Services	**PLANNED** School will continue to ensure that all teachers have an assigned instructional mentor.	**ACTUAL** At the start of the 2016-2017 school-year, our high school went through a leadership restructuring that assigned the three academy principals the primary responsibility of mentoring teachers throughout the year. In addition, teachers in the induction program were assigned an coach. Both assigned coaches received induction training and have received weekly support on developing coaching skills.
Expenditures	**BUDGETED** Stipends - $7,000 Instructional Mentors Compensation + Benefits - $43,000	**ESTIMATED ACTUAL** Instructional Mentors Compensation + Benefits - $50,000
Actions/Services	**PLANNED** School will provide teachers with professional development on how to use student performance data from N.W.E.A. MAP, and teachers will use data to inform instruction.	**ACTUAL** After each test administration of the N.W.E.A. M.A.P. test in Math and Reading, the Assessment Coordinator disseminates the results to teachers. Each teacher is provided a class list, along with student scores, and the school provides various training sessions on how to navigate the N.W.E.A. reports website. Currently, teachers can identify students of different Lexile levels within their classes. In Humanities, English teachers continue to provide students with their Lexile scores derived from the N.W.E.A. M.A.P. Reading assessment. This enables students to independently select books within their Lexile range for Silent Reading Time. Several teachers

	provide student growth reports exported directly from the N.W.E.A. website and provide instruction that will improve their Lexile scores. Humanities and some E.S.L. teachers also have incorporated Newsela articles in their curriculum as supplemental and resource materials. Newsela articles are leveled by Lexile scores and the teacher aligns the student with the appropriate article. Additionally, several teachers are actively involved in the Library Committee, which is researching possible curriculum enhancements/modifications to ensure that all students meet or exceed C.C.S.S. Lexile benchmarks. Various teachers also post Lexile-related posters, facts, and/or resources for student consumption.

Expenditures	**BUDGETED** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000	**ESTIMATED ACTUAL** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000
Actions/Services	**PLANNED** Evaluate current schedule and class offerings so that school can provide support to students' needs around literacy.	**ACTUAL** After an evaluation of the master schedule and student needs, the High School Academy offered a Reading and Speaking and Enrichment ELD courses based on Lexile/reading levels. In addition to course offering, Newsela was purchased for all high school teachers. A pilot course, called Reading Lab, was opened in our AM C.T.C. Academy. The library staff facilitated students in checking out books based on their current Lexile scores to support literacy. The library is open to provide access to both A.M. and P.M. Academies. At the Dual Language Academy, a leveled library based on *Accelerated Reader* is currently under development.
Expenditures	**BUDGETED** Staff Compensation + Benefits - $28,000	**ESTIMATED ACTUAL** Staff Compensation + Benefits - $28,000
Actions/Services	**PLANNED**	**ACTUAL**

School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.

As part of professional development in the ELD Department, the application of the Common Core State Standard (CCSS) is in progress. The High School Academy ELD Scope and Sequence correlation to C.C.S.S. English Language Arts Standards is in progress and is projected to be ready for implementation in the 2017-2018 school year. We provide professional development on campus every Wednesday: professional learning communities PLCs, department meetings, cluster collaboration, academy meetings, and EP schoolwide meetings.

One-third of the ELD teachers attended a one-day seminar on the implementation of ELD standards at the Santa Clara County of Education.

Humanities teachers have received direct technology training via mentors, department meeting, PLC, and school-wide meeting time. Several Humanities teachers attended the annual California Association of Teacher of English to Speakers of Other Languages (CATESOL) conference in Santa Clara, where they received extensive training in emerging-maker technologies. A few teachers also proactively seek out professional development opportunities to further their knowledge of new technologies.

Expenditures

BUDGETED

Professional Development - $30,000 Conferences - $31,000 Computers - $40,000

ESTIMATED ACTUAL

Professional Development - $24,000 Conferences - $10,000 Computers - $15,000

Actions/Services

PLANNED

Create a curriculum committee that consists of teachers and administrators to write A-G course curriculum.

ACTUAL

To meet the need of writing the A-G course descriptions, various certificated staff were identified to write courses. The Student Services and Achievement Director has coordinated with staff for submission of selected courses.

Biology and Physical Science course descriptions are being written by a committee that consists of our Curriculum Co-Director and Science. Our timeline for submission is May 2017.

English 1 and English 4 courses were approved in July

2016. Teachers and humanities department lead developed the course description. Now, English 1, 2, 3, and 4 are University of California A-G approved.

The Math department lead and one Core math teacher are developing the course descriptions for Integrated Math 1 and Integrated Math 2, with a timeline to submit by July 2017.

Social Studies courses are scheduled to be written over Summer 2017, with a timeline to submit by September 15, 2017.

Expenditures	**BUDGETED** No direct cost	**ESTIMATED ACTUAL** No direct cost

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.	Resources were focused on providing teachers with embedded professional development opportunities and time within their instructional day to plan with peers. NWEA MAP student performance data was made more readily available to teachers to inform their instruction.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Teachers were able to participate in PLCs and department meetings during the weekly scheduled minimum day to plan and share best practices as well as analyze student performance data. School's focus on reading strategies increased students' Lexile scores across all grade levels.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant differences to the budged 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.	The goal was re-written to have a more student centered focus.

Goal 2	Teachers build trusting relationships with students to fully engage them in challenging learning activities.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Refine the process for tracking academic and behavioral referrals to meet student needs.

30% decrease in academic and/or behavioral referrals.

The ratio of credits earned to credits attempted increases from base year.

At least 80% of students complete feedback loop for teachers.

Overall school TEN feedback loop score of 8.0 or better.

Increase number of continuously enrolled/long-term students (10% increase).

Increase number of students who take and complete Promotores by 10%.

The process includes documentation of the incident and follow up. Teachers receive a copy of the incident report and then it is logged into our student information system, PowerSchool. A copy of the incident report is placed with the Dean of Students and Family Support who identifies appropriate follow up and/or further intervention.

We are unable to determine a percent of decrease in the CTC academies. Our new CTC high school principals are being trained to track academic and behavioral referrals this year. A tracking system will be implemented for next year.

In Grade 9-12th AFLC, there is a need to implement a plan for tracking academic and/or behavioral referrals.
9-12th grade continues increasing the ratio of credits earned of total credits attempted, both schools show a significant increase. CTC students earned 74%.

80% of the 9-12th Grade Students complete the T.E.N. Feedback Loop Survey.
9-12th Grade earned an Overall Score of 8.9 on the T.E.N. Feedback Loop.

School-wide improvement in the number of long-term enrolled students. 9-12th increased 3%.
The percentage reflects students enrolled the entire school year, meaning we need to disegregated data to to report and analyze open-enrollment counts. This data does not account for students who enrolled in Q2 and beyond.
The enrollment percentage for Promotores/Health Education course increased 15%. However, this does account for the large number of withdrawals, who did enrolled but did not complete the course. 219

	students completed the Promotores course with a letter grade of "A" and "B".
	Current year factors that impacted the number of withdrawals for in 9-12th Grade are as follow: 40% dropped the school due to personal difficulties. 12% due to work. 3% due to medical concern. 2% transferred to another school. 1% moved to another Country. The school is working intentionally to improve student connection to help students feel confident and supported, however the current uncertain situation keeps our community's attention focused on fears and concerns, promoting a lifestyle on survival mode. The loss of enrollment has been impacted due to housing costs in the region, which have soared to levels that many families cannot afford. Although enrollment numbers in E.S.L. 1A have declined significantly the last 2 years, the number of students promoted to E.S.L. 1B increased 8% and the number of retained students moving into E.S.L. 2A increased 3% from the base year.

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.

	PLANNED	ACTUAL
Actions/Services	All students who are experiencing truancy, personal needs, or academic concerns will receive a face to face contact by Principals and/or Teachers (9-12).	At the PM-CTC Academy, teachers are encouraged to call students who have missed three or more consecutive days of school. The PM-CTC principal meets with individual teachers to identify students with academic concerns and creates ILPs to address the concerns. For the High School Academy, the Student Data Department makes phone calls to students with noted absences of 3 or more days.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	No direct costs

	PLANNED	ACTUAL
Actions/Services	The school hosts an annual parent conference around the theme of supporting children in school.	Childcare Academy continues to host an annual event called "Casa Abierta". This event is an "open house" that includes a keynote speaker and a variety of workshops provided by Waldorf mentors. The goal of this event is to inform participants about the Childcare Academy. There has been a regular attendance of about 150 participants comprised of students, parents and community members. We continue collaboration with the University of California to provide classes on nutrition. These are beneficial to parents and students. The average attendance is between 50 to 60 participants. The annual parent conference continues to present new and exciting workshops every year. Different community service agencies provide the leadership for those workshops. The intent is to educate parents on the stages of child development and the requirements for children to be successful from TK to university. Also we provide parents with free childcare and food for their child(ren).

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Materials $2,000	Materials $2,000

	PLANNED	ACTUAL
Actions/Services	Provide professional development to teachers so that they can expand set of peacemaking practices that builds relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices and counseling.	Student, teachers, and families continue practicing our R.I.S.E. Core Values (Respetuosos, Inteligentes, Saludables y Bilingües). These values are addressed during regular classroom activities, family nights, opening ceremonies, and school wide events. Two presentations were done on food. Our regular attendance to these events vary from 67-95. We serve between 65-90 children on Parent Conference Day. We improve our services in every area every year. We are planning to create a parent/student/teacher committee that would further develop infrastructure to implement Restorative Justice practices.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Professional Development $30,000	Professional Development $24,000

	PLANNED	ACTUAL
Actions/Services	In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.	In partnership with the Santa Clara Valley Medical Center, the school continues to offer students and families free medical services via a mobile medical van. Medical services are provided two to three times a month, for students ages 21 and under, who do not have medical insurance or access to medical care. In addition, during registration, families are informed of medical coverage by communicating resources via the "All-In Flyer" for Covered California.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	No direct costs

	PLANNED	ACTUAL
Actions/Services	The school provides student body with bilingual, bicultural staff.	An overwhelming majority of staff in all levels of the school is bilingual and bicultural. This permits better communication between Spanish speaking parents and students with the staff.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Staff Compensation + Benefits - $1,844,000	Staff Compensation + Benefits - $3,000,000

	PLANNED	ACTUAL
Actions/Services	The school offers a low student to teacher ratio to foster relationship building and to provide one-on-one support in a small school setting.	At the High School, we currently have a student/teacher ratio of 17:1. EP values small class sizes. At any given time, classes can range from 5 to 35 students.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	No direct costs

	PLANNED	ACTUAL
Actions/Services	Family learning environment where parents, youth, and children attend school together.	Children and parents are able to attend the same school during the same time. We offer educational services for the entire families starting at six months old to grandparents. Also, we continue bridging our childcare Academy with DL Academy to inform our parents and provide a smooth transition from childcare to TK or Kindergarten. We continue building in strong home school connection in all of our Academies.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	No direct costs

	PLANNED	ACTUAL
Actions/Services	The school provides support services, such as a Waldorf inspired childcare program and transportation, to keep students in school.	School continues to provide to students with child care services at no cost in the morning and evening sessions. Ages served range from 6 months old to 12 years old. We are currently serving 124 children AM and 103 children in the PM session. We also still purchases monthly Valley Transportation Authority bus passes to all youth students and some adult students that utilize public transportation to go to and from school.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Childcare $769,000	Childcare $769,000

	PLANNED	ACTUAL
Actions/Services		

| | Ensure implementation of culturally and linguistically relevant instructional practices with an emphasis on immigrant students. | In addition, upper grade teachers focus on connecting themes in literature to current and historical events to challenge and expand our students' understanding of their role in their communities. Moreover, teachers plan unit lessons that are relevant to students' lives and background.

This high school academic program is designed for immigrant students who are new to the United States. To meet the students linguistic needs, the high school provides an intensive ELD program. The high school implements culturally relevant practices by ensuring that literature is a mix of multicultural texts with several focusing on the immigrant experience. The textbooks and supplemental reading books were chosen to address the linguistic needs of our immigrant students, with a heavy focus on building vocabulary and scaffolding understanding. |
|---|---|---|
| **Expenditures** | **BUDGETED**

No direct costs | **ESTIMATED ACTUAL**

No direct costs |
| **Actions/Services** | **PLANNED**

The school incorporates community building activities to build relationships amongst students, staff, and families. | **ACTUAL**

The high school places students in cohorts and small class sizes to enhance relationship building with peers and teachers. The following activities and events were conducted in the Youth Academy High School: parent night, beginning and end of the school year Spirit Week Rallies/activities, and school assemblies.

In order for our school leaders to be effective at building relationships and working collaboratively with staff, students and families, they have dedicated time every week to develop skills that promote collaboration, listening, and relationship building. Tools such as HeartMath, listening, appreciative feedback, and laughter are used by school leaders to improve their leadership skills and community building with stakeholders. |
| **Expenditures** | **BUDGETED**

Student Activities - $23,000 | **ESTIMATED ACTUAL**

Student Activities - $20,000 |
| **Actions/Services** | **PLANNED** | **ACTUAL** |

Create student retention and outreach task force to perform a deep analysis of enrollment and retention data and make recommendations on how to increase student retention.	Student Services and Student Data Team created a retention and outreach task force and compiled retention data. Recommendations were made on how to increase recruitment, retention and outreach.
	- Student Data Integrity Manager conducts phone calls (approximately 2 times a quarter) to new students in order to check in and see how they are doing in school. - Outreach also included: New Student Orientation before the first day of the quarter and a phone call to remind students of the upcoming orientation. - Attendance and Honor Roll certificates are awarded quarterly for motivation and retention purposes. - Outreach included: Presentation at Washington Elementary, New Door Solutions, Mexican Consulate, Flyers were distributed at two Public Libraries and California for Justice,, Viva Calle, National Night Out, Health Education Health Fair, Annual Parent Conference, Use of Social Media Outlet, and a new website. - Analysis of attendance patterns during Quarter 2 and Quarter 3 concluded in a change for the 2017/2018 school calendar to change the end of Quarter 2 and start of Quarter 3 were changed.

	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	No direct costs	No direct costs

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.	Resources were focused on providing principals and teachers with small learning environments. Principals acted as instructional leaders to a smaller cohort of teaching staff by grade levels Additional resources for students and families were provided such as health, conflict resolution, family engagement and student support services.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	School could provide families and students with a bilingual/bicultural learning environment that used students' assets to increase student achievement. Teachers had a low teacher to student ratio in their classrooms of 20 or less. Students achievement increased in higher GPAs and credit completion

rates. Attendance rates in was consistently above 95%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant differences to the budged 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.	The goal was re-written to have a more student centered focus and expanded relationship building beyond the teacher to include all school staff.

Goal 3

Teachers acquire best practices and use them to improve student results.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase number of students earning a B or above for 9-12th grade using multiple measures. At least 60% of students will meet their annual growth targets, as established by Measures of Academic Progress (MAP). Using the 2012 text measures, the goal for each student is to; at a minimum improve their Lexile score from the midpoint of the range they are in to the midpoint of the next higher range or the number of points required to move into the next range, whichever is larger. Overall school Ten Feedback Loop score of 8.0 or better. At least 80% of students complete feedback loop for teachers. At least 50% of principal time is spent on instruction. Increase the retention of ESL 1A students moving into ESL 2A 5/30. Identify the factors that contribute to students withdrawing prior to the completion of their first quarter and quarters that follow.	The count ratio for students earning a B grade or Higher has increased in 9-12th Grade. 9-12th continues a significant improvement, a meaningful increase in the number of students earning GPA of 4.0. 9-12th CTC: 56% met Math growth target and 43% met their Reading growth target. Students improved one or more Lexile Level. 41% 9-12th. 9-12th grade earned an Overall School score of 8.9 or 10. 94% of students completed the T.E.N. Feedback Loop Survey and 41% of families completed the T.E.N. Feedback Loop Survey. 80% of principals time is spent on instruction. Although enrollment numbers in E.S.L. 1A have declined significantly the last 2 years, the number of students promoted to E.S.L. 1B increased 8% and the number of retained students moving into E.S.L. 2A increased 3% from the base year. Current year factors that impacted the number of withdrawals for in 9-12th grade are as follow: 40% dropped the school due to personal difficulties. 12% due to work. 3% due to medical concern. 2% transferred to another school. 1% moved to another Country. The school is working intentionally to improve student connection to help students feel confident and supported, however the current uncertain situation keeps our community's attention focused on fears and concerns, promoting a lifestyle on survival mode. The loss of enrollment has been impacted due to housing costs in the region, which have soared to levels that many families cannot afford.

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.

Actions/Services	**PLANNED** School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.	**ACTUAL** At the High School, teachers receive eight hours a month: 60 minutes for Department Collaboration, 180 minutes for PLCs, 60 minutes of clan collaboration and 120 minutes of Academy Time. Teachers also meet informally and formally on during common planning times to collaborate on planning.
Expenditures	**BUDGETED** Professional Development - $30,000 Computers -$40,000	**ESTIMATED ACTUAL** Professional Development - $24,000 Computers -$15,000
Actions/Services	**PLANNED** School will provide teachers with professional development on how to use student performance data from N.W.E.A. MAP, and teachers will use data to inform instruction.	**ACTUAL** After each test administration of the N.W.E.A. M.A.P. test in Math and Reading, the Assessment Coordinator disseminates the results to teachers. Each teacher is provided a class list, along with student scores, and the school provides various training sessions on how to navigate the N.W.E.A. reports website. Currently, teachers are able to identify students of different Lexile levels within their classes. In Humanities, English teachers continue to provide students with their Lexile scores derived from the N.W.E.A. M.A.P. Reading assessment. This enables students to independently select books within their lexile range for Silent Reading Time. Several teachers provide student growth reports exported directly from the N.W.E.A. website and provide instruction that will improve their Lexile scores. Humanities and some E.S.L. teachers also have incorporated Newsela articles in their curriculum as supplemental and resource materials. Newsela articles are leveled by Lexile scores and the teacher aligns the student with the appropriate article. Additionally, several teachers are actively involved in the Library Committee, which is researching possible curriculum enhancements/modifications to ensure that all students meet or exceed C.C.S.S. Lexile benchmarks. Various teachers also post Lexile-related posters,

		facts, and/or resources for student consumption.

Expenditures	**BUDGETED** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment	**ESTIMATED ACTUAL** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment
Actions/Services	**PLANNED** School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.	**ACTUAL** In 2016-2017, PLC groups continue. Each group meets twice a month with an allocation of 75 mins each session. Our teacher leaders facilitate the groups and on average each group has completed a minimum of 2 circuits this year. In 2016-2017, the high school teachers meet weekly for professional development. Meetings consist of either PLCs and department time. Per teacher feedback and request, we added a cluster-clan collaboration time. Cluster-clan time provide a platform for teachers to make decisions on their focus and flexibility to select colleagues they wanted to collaborate with. In addition, and new this year, time was allotted for academy-specific collaboration.
Expenditures	**BUDGETED** Professional Development - $30,000 Staff Compensation + Benefits - $59,000	**ESTIMATED ACTUAL** Professional Development - $24,000 Staff Compensation + Benefits - $59,000
Actions/Services	**PLANNED** School, will effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.	**ACTUAL** Through PLCs we aim to respond to our communities needs' as well as providing teachers opportunities to select their own development. Students, families, and staff provide feedback to teachers after the completion of a PLC cycle. The data collected is used to monitor and skillfully meet the needs of the students. The teacher and the PLC lead review and evaluate the data collected to guide the teacher's next focus area. Additionally, principals work closely with teachers who require additional support with planning how to skillfully meet student needs. They hold regular office hours, Friday forums, and classroom

		observations to ensure that they are available and consistently available to meet with all stakeholders and working to improve student performance.
Expenditures	**BUDGETED** Staff Compensation + Benefits - $76,000	**ESTIMATED ACTUAL** Staff Compensation + Benefits - $76,000
Actions/Services	**PLANNED** Increase use of N.W.E.A.'s Continuum of Learning, which is diagnostic and prescriptive in nature, to guide instruction.	**ACTUAL** In 2016/2017 we developed teachers' ability to access N.W.E.A. Rit and Lexile scores. The use of the DeCartes Continuum of Learning was not implemented and will be a focus for 2017-2018.
Expenditures	**BUDGETED** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000	**ESTIMATED ACTUAL** NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000
Actions/Services	**PLANNED** Develop a structure to effectively evaluate and monitor and give uniform feedback to teachers frequently on implementation of UbD by all designated mentors.	**ACTUAL** The high school teachers are mentored by one of the three Academy Principals and receive feedback on UbD. Next year, a more effective structure will be placed for teachers to receive consistent feedback and utilize the feedback to provide professional development.
Expenditures	**BUDGETED** Staff Compensation + Benefits - $76,000	**ESTIMATED ACTUAL** Staff Compensation + Benefits - $76,000
Actions/Services	**PLANNED** School's instructional leaders will evaluate and monitor student achievement growth to inform instructional practices.	**ACTUAL** Principals conduct walk-through classroom visits daily. Instructional leaders request department review of analysis of student work from each benchmark term and to review the school-wide data (NWEA proficiencies, growth targets, CELDT, DRA, and foundational skill) during each annual assessment cycle.

		Due to the transition to a new administration team the focus was to review data from NWEA, benchmarks or writing samples. A major focus of next year will be to continue to monitor student growth and academic achievement by having a PD day to analysis raw data into group centers.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff Compensation + Benefits - $76,000 NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000	Staff Compensation + Benefits - $76,000 NWEA License - $17,000 Assessment Staff Compensation + Benefits - $49,000 Student Assessment - $36,000

Actions/Services

PLANNED	ACTUAL
English teachers will collaborate to establish common grade level rubrics for 100% of performance tasks/projects and 100% of the Social Studies teachers will be using the same rubric.	English teachers at the high school have common grade level summative formative tasks/projects for each quarter at each level. They also use rubrics to evaluate these tasks/projects, and common rubrics have been created for almost all writing assignments. 50% of the Social Studies teachers use a rubric that evaluates and assesses the Research Project Presentation that is used for each subject of every quarter.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No direct cost	No direct cost

Actions/Services

PLANNED	ACTUAL
School will provide summer school for enrichment and credit recovery for students who are struggling.	We have and will continue to offer summer school for credit recovery and enrichment. The high school academy offers an array of course options based on student needs. The courses vary in: credit recovery, enrichment, and reinforcement courses.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff Compensation + Benefits - $111,000	Staff Compensation + Benefits - $111,000

Actions/Services

PLANNED	ACTUAL
School provides intensive ELD to students who are	Escuela Popular receives a great amount of newcomer students to this country. Students are placed in an

	new to the United States.	intensive ESL Program from ESL 1A through ESL 3B. As they progress and succeed, they are promoted one level and therefore, they complete the ESL Program in approximately one year and a half. Later, they acquire the basics in the new language with proficiency to perform with less difficulty to continue with regular core classes in English.
Expenditures	**BUDGETED** No direct costs	**ESTIMATED ACTUAL** No direct costs

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.	Resources were focused on providing teachers with embedded professional development opportunities and time within their instructional day to plan with peers. Student performance data was made more readily available to teachers to inform their instruction.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Teachers could participate in PLCs and department meetings during the weekly scheduled minimum day to plan and share best practices as well as analyze student performance data. Increased focus on reading strategies increased students' Lexile scores across all grade levels. Student achievement increased in higher GPAs and credit completion rates.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant differences to the budged 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.	A new goal was written to focus on systematically aligning all resources to the required programs better equipping teachers to increase student achievement.

Stakeholder Engagement

| ☑ 2017-18 | ☐ 2018-19 | ☐ 2019-20 |

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

At Escuela Popular we believe and research shows that good teaching and a suitable learning environment that supports our unique school culture are necessary pre-requisites for student academic and social success.

The teaching qualities valued within our school culture are defined by the community of educators, students, and families from our school. In order to determine the teaching qualities that define our school culture, Escuela Popular partnered with the Teaching Excellence Network (TEN).

TEN is a mobile and web platform that uses a three-step process to engage stakeholders in determining the relevant teaching qualities for a school. The time required to input data into the system by stakeholders is between 4-8 minutes per person. All the data submitted by stakeholders is anonymous and confidential.

After stakeholders took the priorities survey in the Spring of 2014, the school received 12 priorities of teaching excellence that stakeholders determined were important. The stakeholders also provided feedback to individual teachers based on those 12 priorities. The teachers also received qualitative and quantitative feedback from students, families, other teachers, and administrators.

Engagement Process and Results

The process of engagement to obtain input from all stakeholders (educators, students, and families) was as follows:

February 2017 – June 2017

A sub-committee of the leadership team, that included the Executive Director, Co-Curriculum Directors, Student Achievement and Community Relations Director, Student Services and Achievement Director, and the Personal Development Director organized and designed the feedback process and revision of LCAP. The school Leadership Team which included Principals, Assistant Principal, Dean of Students, and Student Data Integrity Manager then participated in meetings to collect data and report on progress made this year, as well as recommendations for next year.

In April of 2017, the TEN survey was available for students, parents, teachers, and administrators to give feedback on the 12 selected priorities.

55 % of our parents and 94% of 3rd - 8th students and 80% of 9th - 12th students gave feedback on the teaching qualities that are important to them.

In addition, 90% of staff and 15% parents participated in a review and input sessions to examine our annual update and our planned actions and services.

IMPACT ON LCAP AND ANNNUAL UPDATE

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

Based on the TEN survey results, we were able to get timely feedback on the 12 priorities.

Teachers appreciated the opportunity to participate in the interactive process as it allowed them to contribute and provide input to the LCAP. Through this process, teachers understood that the LCAP was not an administrative tool but rather a document that was relevant to their preparation and practice.

Highlights of the engagement of stakeholders are the following:

- Our LCAP goals were re-written to make them more student centered.
- A new goal was developed that was derived from the feedback that was received from parents and staff to increase our capacity to align resources to programs that will directly impact student achievement.

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.

☐ New	☑ Modified	☐ Unchanged

Goal 1	Students will have teachers who are equipped with resources to meet student needs and improve student performance.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Alignment of curricular goals with ESLRS, Common Core, and ELD Standards.

An increase in committed, caring collaborative, and teachers who are equipped and use a wide range of teaching techniques.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	Over 90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network	100% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers.	75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing	75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing	75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing

NWEA MAP assessment		lessons based on the UBD approach to teaching.	lessons based on the UBD approach to teaching.	lessons based on the UBD approach to teaching.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	43% of teachers are proficient in developing lessons using UbD approach to teaching.	75% of teachers will be proficient in developing lessons using UbD approach to teaching.	75% of teachers will be proficient in developing lessons using UbD approach to teaching.	75% of teachers will be proficient in developing lessons using UbD approach to teaching.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	Overall school TEN feedback loop for TK-8th grade is 8.8 and for 9th-12th grade is 8.9.	Overall school TEN feedback loop of 8.0 or better.	Overall school TEN feedback loop of 8.0 or better.	Overall school TEN feedback loop of 8.0 or better.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	94% of TK-8th grade students and 80% of 9th-12th students completed the TEN feedback loop.	100% of students will complete the TEN feedback loop for teachers.	100% of students will complete the TEN feedback loop for teachers.	100% of students will complete the TEN feedback loop for teachers.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	56% of over 19 met their Math growth target, as established by Measures of Academic Progress (MAP).	61% of over 19 met their Math growth target, as established by Measures of Academic Progress (MAP).	61% of over 19 met their Math growth target, as established by Measures of Academic Progress (MAP).	61% of over 19 met their Math growth target, as established by Measures of Academic Progress (MAP).
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	43% of over 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	48% of over 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	48% of over 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	48% of over 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).

Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	55% of over 19 students showed a positive growth on their Fall to Spring Lexile score.	60% of over 19 students showed a positive growth on their Fall to Spring Lexile score.	60% of over 19 students showed a positive growth on their Fall to Spring Lexile score.	60% of over 19 students showed a positive growth on their Fall to Spring Lexile score.
Professional Development Calendar Professional Development Sign-in Sheets TEN Teaching Excellence Network NWEA MAP assessment	25% of Core Courses are A-G Approved.	69% of Core Courses will be A-G Approved.	69% of Core Courses will be A-G Approved.	69% of Core Courses will be A-G Approved.

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: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.	School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.	School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,000	Amount	$11,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.	School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.	School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide professional development and coach teachers to design lessons using Understanding By Design with a focus on ELD and Math Common Core Standards.	School will provide professional development and coach teachers to design lessons using Understanding By Design with a focus on ELD and Math Common Core Standards.	School will provide professional development and coach teachers to design lessons using Understanding By Design with a focus on ELD and Math Common Core Standards.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will designate prep time for teachers of all grades to plan collaboratively during the school day.	School will designate prep time for teachers of all grades to plan collaboratively during the school day.	School will designate prep time for teachers of all grades to plan collaboratively during the school day.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$95,000	Amount	$98,000	Amount	$103,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Continue to use TEN feedback for teacher use in PLCs. Develop a separate method to give effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.	Continue to use TEN feedback for teacher use in PLCs. Develop a separate method to give effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.	Continue to use TEN feedback for teacher use in PLCs. Develop a separate method to give effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

37

Budget Reference	; No direct cost	Budget Reference	; No direct cost	Budget Reference	; No direct cost

Action **6**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will continue to ensure that all teachers have an assigned instructional mentor.	School will continue to ensure that all teachers have an assigned instructional mentor.	School will continue to ensure that all teachers have an assigned instructional mentor.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action 7

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

Students to be Served: ☐ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): _

Locations: ☐ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners   ☑ Foster Youth   ☑ Low Income

Scope of Service: ☑ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide teachers with professional development on how to use student performance data from NWEA MAP, and teachers will use data to inform instruction.	School will provide teachers with professional development on how to use student performance data from NWEA MAP, and teachers will use data to inform instruction.	School will provide teachers with professional development on how to use student performance data from NWEA MAP, and teachers will use data to inform instruction.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.	School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.	School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF

41

Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

☐ New	☑ Modified	☐ Unchanged

Goal 2

Teachers and staff build trusting relationships with students to fully engage them in challenging learning activities.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

To provide students with a caring and safe learning environment where they can flourish academically, emotionally, and socially.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	Develop a process for tracking academic referrals.	Process developed for tracking academic referrals.	40% decrease in academic and/or behavioral referrals.	40% decrease in academic and/or behavioral referrals.
PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	9th-12th students earned 74% of total credits attempted.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.
PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	80% of 9th-12th students completed the TEN feedback loop.	Overall school TEN feedback loop score of 8.0 or better.	Overall school TEN feedback loop score of 8.0 or better.	Overall school TEN feedback loop score of 8.0 or better.
PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	9th-12th grade earned 8.9 overall TEN feedback loop score.	100% of students complete feedback loop for teachers.	100% of students complete feedback loop for teachers.	100% of students complete feedback loop for teachers.

PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	3% increase in number of long-term students at the 9th-12th grade continuously enrolled.	Increase number of continuously enrolled/long-term students (10% increase).	Increase number of continuously enrolled/long-term students (10% increase).	Increase number of continuously enrolled/long-term students (10% increase).

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: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
All students who are experiencing truancy, personal needs, or academic concerns will receive a face to face contact by Principals and/or Teachers (9-12).	All students who are experiencing truancy, personal needs, or academic concerns will receive a face to face contact by Principals and/or Teachers (9-12).	All students who are experiencing truancy, personal needs, or academic concerns will receive a face to face contact by Principals and/or Teachers (9-12).

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

Budget
Reference

;
No direct costs

Budget
Reference

;
No direct costs

Budget
Reference

;
No direct costs

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The school hosts an annual parent conference around the theme of supporting children in school.	The school hosts an annual parent conference around the theme of supporting children in school.	The school hosts an annual parent conference around the theme of supporting children in school.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The school hosts an annual parent conference around the theme of supporting children in school.	The school hosts an annual parent conference around the theme of supporting children in school.	The school hosts an annual parent conference around the theme of supporting children in school.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **4**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Provide professional development to teachers so that they can expand set of peacemaking practices that builds relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices and counseling.	Provide professional development to teachers so that they can expand set of peacemaking practices that builds relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices and counseling.	Provide professional development to teachers so that they can expand set of peacemaking practices that builds relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices and counseling.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The school offers a low student to teacher ratio to foster relationship building and to provide one-on-one support in a small school setting.	The school offers a low student to teacher ratio to foster relationship building and to provide one-on-one support in a small school setting.	The school offers a low student to teacher ratio to foster relationship building and to provide one-on-one support in a small school setting.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The school provides support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school.	The school provides support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school.	The school provides support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,000	Amount	$12,000	Amount	$12,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Ensure implementation of culturally and linguistically relevant instructional practices with an emphasis on immigrant students.	Ensure implementation of culturally and linguistically relevant instructional practices with an emphasis on immigrant students.	Ensure implementation of culturally and linguistically relevant instructional practices with an emphasis on immigrant students.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

53

Action **8**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The school incorporates community building activities to build relationships amongst students, staff, and families.	The school incorporates community building activities to build relationships amongst students, staff, and families.	The school incorporates community building activities to build relationships amongst students, staff, and families.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

	New	☑ Modified	☐ Unchanged

Goal 3

Systematically align resources and programs to facilitate student learning.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Increase the capacity of teachers' ability to address students' needs and offer different learning modalities.

A coherent curriculum framework that address the different needs of our student population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	50% of principal time is spent on instruction.	50% of principal time is spent on instruction.	50% of principal time is spent on instruction.	50% of principal time is spent on instruction.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	90% of teacher will attend professional development sessions offered by the school.	90% of teacher will attend professional development sessions offered by the school.	90% of teacher will attend professional development sessions offered by the school.	90% of teacher will attend professional development sessions offered by the school.
Professional Development	100% of instructional	100% of instructional leaders will attend	100% of instructional leaders will attend professional development session offered	100% of instructional leaders will attend professional development session offered

Calendar Professional Development Sign-in Sheets Curriculum Framework	leaders will attend professional development session offered by the school.	professional development session offered by the school.	by the school.	by the school.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	School-wide communication process is fragmented.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	Evaluation system is not consistent.	Evaluation system is consistent.	Evaluation system is consistent.	Evaluation system is consistent.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	Alignment of resources is fragmented.	Resources match current needs.	Resources match current needs.	Resources match current needs.

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: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Coordinate and implement professional growth for classified and certificated staff.	Coordinate and implement professional growth for classified and certificated staff.	Coordinate and implement professional growth for classified and certificated staff.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	;	Budget Reference	;	Budget Reference	;

No direct costs

No direct costs

No direct costs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Define an internal induction program for instructional staff.	Define an internal induction program for instructional staff.	Define an internal induction program for instructional staff.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Evaluate existing internal and external student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards.	Evaluate existing internal and external student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards.	Evaluate existing internal and external student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

60

;
No direct costs

;
No direct costs

;
No direct costs

Action **4**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
Create student retention and outreach task force to perform a deep analysis of enrollment and retention data ad make recommendations on how to increase student retention.	Create student retention and outreach task force to perform a deep analysis of enrollment and retention data ad make recommendations on how to increase student retention.	Create student retention and outreach task force to perform a deep analysis of enrollment and retention data ad make recommendations on how to increase student retention.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **5**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.	In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.	In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action 6

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Design a diagram to communicate the program framework.	Design a diagram to communicate the program framework.	Design a diagram to communicate the program framework.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **7**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Provide user-friendly communication tools to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.	Provide user-friendly communication tools to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.	Provide user-friendly communication tools to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **8**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Implement professional development (PD) matrix.	Implement professional development (PD) matrix.	Implement professional development (PD) matrix.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action 9

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ All</td><td>☐ Students with Disabilities</td><td>☐ Specific Student Group(s):</td></tr>
<tr><td>Locations:</td><td>☐ All Schools</td><td>☐ Specific Schools:</td><td>☐ Specific Grade Spans:</td></tr>
</table>

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ English Learners</td><td>☑ Foster Youth</td><td>☑ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☑ LEA-wide</td><td>☐ Schoolwide   OR</td><td>☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☑ All Schools</td><td>☐ Specific Schools:</td><td>☐ Specific Grade Spans:</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
Evaluate current schedule and class offerings so that school can provide support to students' needs around literacy.	Evaluate current schedule and class offerings so that school can provide support to students' needs around literacy.	Evaluate current schedule and class offerings so that school can provide support to students' needs around literacy.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **10**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Analysis and alignment of human and financial resources available to increase student achievement.	Analysis and alignment of human and financial resources available to increase student achievement.	Analysis and alignment of human and financial resources available to increase student achievement.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **11**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Evaluate and select resources for adoption in each grade level and discipline.	Evaluate and select resources for adoption in each grade level and discipline.	Evaluate and select resources for adoption in each grade level and discipline.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Establish student outcomes by grade level and course.	Establish student outcomes by grade level and course.	Establish student outcomes by grade level and course.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **13**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Alignment of curriculum to student outcomes.	Alignment of curriculum to student outcomes.	Alignment of curriculum to student outcomes.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Select, develop, and implement for professional development for school leaders on use of adopted resources.	Select, develop, and implement for professional development for school leaders on use of adopted resources.	Select, develop, and implement for professional development for school leaders on use of adopted resources.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **15**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Select, develop, and implement for professional development for school teachers on use of adopted resources.	Select, develop, and implement for professional development for school teachers on use of adopted resources.	Select, develop, and implement for professional development for school teachers on use of adopted resources.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **16**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Define roles and responsibilities for all positions.	Define roles and responsibilities for all positions.	Define roles and responsibilities for all positions.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **17**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Develop and launch new evaluation system.	Develop and launch new evaluation system.	Develop and launch new evaluation system.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **18**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Develop and launch professional pathways.	Develop and launch professional pathways.	Develop and launch professional pathways.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **19**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Evaluate Assessments to ensure authentic and relevant measures.	Evaluate Assessments to ensure authentic and relevant measures.	Evaluate Assessments to ensure authentic and relevant measures.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **20**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Select assessment tools aligned to curriculum and student outcomes.	Select assessment tools aligned to curriculum and student outcomes.	Select assessment tools aligned to curriculum and student outcomes.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action 21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Establish communication process to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.	Establish communication process to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.	Establish communication process to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **22**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
The school provides the student body with bilingual, bicultural staff.	The school provides the student body with bilingual, bicultural staff.	The school provides the student body with bilingual, bicultural staff.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Action **23**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
Family learning environment where parents, youth, and children attend school together.	Family learning environment where parents, youth, and children attend school together.	Family learning environment where parents, youth, and children attend school together.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	; No direct costs	Budget Reference	; No direct costs	Budget Reference	; No direct costs

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☑ 2017-18   ☐ 2018-19   ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: $965,153   Percentage to Increase or Improve Services: 18.60%

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

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

The school is spending all of the additional funds generated through the LCFF charterwide, as our percentage of unduplicated pupils is quite high, 99.6%. The extra support services we provide (maintaining small class sizes, enrichment instruction provided by additional staff, the availability of high quality professional development, increase in social services, and highly qualified staff members) for all students are also those that best support our unduplicated students needs.

The services provided to English learners, low-income students, and foster youth will increase proportionally due to the increase in funding. As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The funds we will receive enable us to continue offering an extended school day, hiring high quality teachers, and offer specialized training to our staff to ensure our subgroups are receiving instruction tailored to their needs.