School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue City Charter Schools expects to receive in the coming year from all sources.

The total revenue projected for City Charter Schools is $5,063,176, of which $3,741,764 is Local Control Funding Formula (LCFF), $810,380 is other state funds, $236,801 is local funds, and $274,231 is federal funds. Of the $3,741,764 in LCFF Funds, $345,841 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

City Charter Schools plans to spend $4,975,783 for the 2019-20 school year. Of that amount, $2,996,248 is tied to actions/services in the LCAP and $1,979,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities cost, office expenses, management fees, insurance, and other overhead costs are not included in the LCAP.

In 2019-20, City Charter Schools is projecting it will receive $345,841 based on the enrollment of foster youth, English learner, and low-income students. City Charter Schools must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, City Charter Schools plans to spend $1,310,211 on actions to meet this requirement.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what City Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what City Charter Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, City Charter Schools's LCAP budgeted $1,314,469 for planned actions to increase or improve services for high needs students. City Charter Schools estimates that it will actually spend $1,173,687 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-140,782 had the following impact on City Charter Schools's ability to increase or improve services for high needs students:
Although actual expenses were less than budgeted expenses, the amount spent on high need students exceeded the supplemental and concentration funding. There was no impact to actions and services.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name | Contact Name and Title | Email and Phone
---|---|---
City Charter Schools | Valerie C Braimah Executive Director | vbraimah@citycharterschools.org 4242570826

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

City Language Immersion Charter (CLIC) is the only constructivist dual-language immersion program serving a diverse student population in the West Adams area.

CLIC is part of City Charter Schools (www.citycharterschools.org), a network of charter schools designed to provide an educational experience on par with the best schools in the country while emphasizing a mixed-socioeconomic, mixed-ethnicity student body that is truly reflective of Los Angeles. CLIC launched in 2013 with a population that was 20% African American, 40% Latino/Hispanic, and 29% White, 49% of whom qualify for the free and reduced school lunch program. 15% of our students are English language learners, and 14% are eligible for special education services. Our commitment is to ensure the success of all students, regardless of their background.

Our multi-cultural and constructivist program begins with student interests and knowledge, and develops critical thinking skills, problem-solving, debate and writing mastery. Students at CLIC are learning to think, speak, read, and write in two languages in a safe, student-centered, multicultural environment. Our school creates a supportive environment where students can express concerns and ask for help, develop character and lead. We believe if students feel comfortable and safe, they will take greater academic risks and learn more. To learn more visit www.citycharterschools.org/CLIC.

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

This year’s LCAP sustains many of the previous effective goals/actions/services. This year 3 sections reflect performance on the new CA Dashboard metrics. Specifically, Goal 6 (student achievement) and Goal 8 (suspension and absenteeism) have been analyzed using the new Dashboard metrics, and goals have been set accordingly. Similarly, we will use 2017-18 ELPAC data as a baseline for Goal 7 (ELL progress and achievement) and set new goals accordingly.

The school continues to demonstrate strong outcomes regarding school culture and climate, both in terms of the student and teacher experiences. Although we made some progress school-wide, academic achievement is not meeting expectations, particularly for traditionally low-performing subgroups. We also continue to analyze our English Language Learner progress in the context of our 90/10 dual-immersion model, and will be doing some strategic planning leading into the Fall of 2019 to determine whether the 90/10 model is the appropriate model for our particular population, or whether we should move more towards an 80/20 model or some other configuration.

We made investments in math instruction and learning as well, training many teachers on Cognitively Guided Instruction and adding Zearn (online intervention) to some classrooms. We will be monitoring outcomes for those teachers and expanding successful pilots. A major focus for next year will be revisiting our math curriculum adoption, and either re-training teachers on using Eureka math effectively, or adopting a new program that will yield better results.

In 2018-19 we also invested significantly in redesigning our Multi-Tiered System of Support (MTSS), and we expect to see improvements in achievement and behavior outcomes for students who qualify for special education services, particularly in Tiers 2 and 3, which we have explicitly targeted with increased services and instructional support. We are also expecting to see improved outcomes for language learners on the ELPAC test and in other measures of language development, especially for our older students who have been enrolled with us continuously since K and are now in a 50/50 language environment. Parents continue to give the school high ratings, but we continue to look for ways to expand and diversity of parent engagement in the school.

Preliminary data from the 2019 SBAC indicates a 15% improvement school-wide on ELA.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

CLIC is most proud of its progress in serving students with special needs. In 2017-18 in ELA we increased the number of special education students meeting or exceeding standards, and closed the gap between them and the general education population by 2%. There was no gap between SPED student performance and all students. We also reduced the achievement gap a small amount between all students and Hispanics and language learners. We have specifically been focusing our resources on those subgroups, and we believe we will see even larger gains this year.
Preliminary data from the 2018-19 SBAC also indicated substantial school-wide growth in ELA (15-20% increase in students meeting standards).

Referring to the California School Dashboard, 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

School-wide and across subgroups we saw declines in performance in 2017-18. That said, as our school is still growing we went from testing 40 students to 130 students. Given the dramatic increase in the number of tested students, we are not sure the year-over-year comparison is valid as the student sample sizes are dramatically different.

ELA
Of the 130 students tested, only 4 student groups had statistically significant data: African American, English Learners, Hispanic, and SED. All of these groups performed at the same level - Orange. All four groups performed below standard, and all but the SED students declined. English Learners and Hispanic students are the furthest below standard (47 and 43 points below, respectively), but only declined 3.2 and 4.5 points respectively. African American students are closer to standard (21 points) but declined more significantly - 15.4 points. SED students maintained at 42.3 points below standard.

MATH
Of the 130 students tested, only 4 student groups had statistically significant data: African American, English Learners, Hispanic, and SED. All of these groups performed at the same level - Orange. All four groups performed below standard, and all but the SED students declined. English Learners and Hispanic students (44.6 and 50.7 points below, respectively), and declined 5.9 and 10 points respectively. African American students are closer to standard (21 points) but declined more significantly -10.9 points. SED students are the furthest below standard, but maintained at 51.6 points below standard.

Our biggest concern is that the achievement gap may be widening. We don't believe we have sufficient data to know conclusively if that is the case, but there are concerning indicators. We believe the two primary interventions to this trend, which are discussed throughout this report are the redesign of our MTSS Framework, to better meet the needs of all Tier II and Tier III students, and exploring the redesign of our bilingual model, while shoring up math professional development to improve the linguistic continuity of math instruction, and ensure that appropriate English language development occurs for language learner in the early grades, and that students are given enough support bridging between the two the languages. Both of these interventions will be the focus of 2019-20.
Referring to the California School Dashboard, 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**

We only had significant gaps among subgroups in two areas: Chronic Absenteeism and Suspension rates.

**SUSPENSION** .3% school-wide (increase of .3%)

It should be noted that overall suspension rates are very low .3% = 2 students. One was ELL and one was SED. This represents an increase of 1 in ELL suspensions, and so we received an orange dashboard indicator, whereas the school-wide level is Green, and it’s Blue for African American and White students, who were not suspended at all. We don’t believe this data indicates the need for program modifications. We already use a restorative justice and conflict resolution approach, and have been able to minimize suspensions school-wide as a result.

**CHRONIC ABSENTEEISM** 7.8% school-wide (maintained)

Chronic Absenteeism was Blue for white students (0%, maintained), Green for African-American (7.9%, declined 1.9), and English Learners (7.9%, declined 1.7), Yellow for SED students (10.5%, declined 1.2%), and Orange for Hispanic students (11%, increased .9%). The lowest group was Hispanic students, who have the highest rate of absenteeism, and saw an increase in absenteeism. All other groups improved. We are continuing to monitor absent students and communicate consistently with their families in their native language. We are also continuing to strengthen our attendance intervention plans, including bi-monthly outreach to parents of chronically absent students, a free-dress incentive program for perfect attendance. We are also exploring root causes of absenteeism through our multi-tiered system of supports (MTSS), and holding SST meetings for students who may have adverse factors at home preventing their regular attendance.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

n/a

**Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a
Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a
Annual Update

LCAP Year Reviewed: 2018-19

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

1) HIGHLY-QUALIFIED TEACHERS: 100% of teachers are “highly qualified” for their teaching assignments, school maintains 85% retention of staff (excluding moving), and 90% of staff rate overall satisfaction 4 or 5 on climate of support for learning and sense of belonging

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% students are taught by a highly qualified teacher</td>
<td>100% of teachers have an appropriate credential for their teaching assignment.</td>
<td>Currently: Professional credential for teaching assignment.</td>
</tr>
<tr>
<td>% of staff favorable rating of school climate of support and sense of belonging</td>
<td>95% favorably rate climate of support for academic learning</td>
<td>35% (6) of teachers have a preliminary credential</td>
</tr>
<tr>
<td>85% retention of staff</td>
<td>89% favorably rate sense of belonging</td>
<td>59% (10) of teachers have a clear credential</td>
</tr>
</tbody>
</table>

18-19

100% students are taught by a highly qualified teacher

95% teachers favorable rating on school climate of support and academic learning

90% favorable on sense of belonging

85% retention of staff

89% teacher retention projected (15 of 17)
### Expected

**Baseline**
85% students are taught by a highly qualified teacher

95% teachers favorable rating on school climate of support and academic learning, 82% favorable on sense of belonging (85% rate the school favorably as a supportive and inviting place to work)

85% retention of staff

### Actual

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and review salary scale annually (consider annual COLA increase of 2%)</td>
<td>Completed as planned</td>
<td>1000-1999: Certificated Personnel Salaries $1,301,924</td>
<td>1000-1999: Certificated Personnel Salaries $1,309,519</td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table entries are placeholders and need to be populated with actual data.*
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services
- LEA-wide
- Schoolwide

Locations
- All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher training and development:</td>
<td>Completed as planned</td>
<td>Included in Goal below 5000-5999 5000-5999: Services And Other Operating Expenditures $1,747,813</td>
<td>5000-5999: Services And Other Operating Expenditures $138,608</td>
</tr>
<tr>
<td>• Implement individual performance and professional development plans</td>
<td></td>
<td>3 sub days per teacher/year. PD and release time: $200/dayx17x3 days/teacher = 5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>• Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis</td>
<td></td>
<td>4 planning days in summer for 7 teachers (1 per grade level). Cost: $1000/teacher = Included in 1000 - 1999 1000-1999: Certificated Personnel Salaries</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>• Implement a performance review process that results in individual growth and improvement plans for teachers</td>
<td></td>
<td>BTSA Included in 1000 - 1999 1000-1999: Certificated Personnel Salaries</td>
<td>1175 Teacher’s Extra $4,000</td>
</tr>
<tr>
<td>• Provide teachers with leadership opportunities including professional development and release time for unit planning and curriculum development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


• Identifying 2 BTSA providers with or outside of school faculty.

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure teachers are “highly qualified”:</td>
<td>Completed as planned</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>• Annual teacher credential review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 12 of 144
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and as needed modify established teacher leadership roles and pathways. Identify teachers for each role and include relevant responsibilities in hiring contracts.</td>
<td>Completed as planned</td>
<td>Included in 1000 - 1999 1000-1999: Certificated Personnel Salaries</td>
<td>Included in 1000--1999 1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

Analysis

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

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

All planned actions were implemented.

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

Our actions have yielded the highest quality teaching staff in the school’s history. We expect to retain all but two teacher (88%) for 2019-20. Furthermore, all alternative credentialed teacher has made progress toward completing a preliminary credential.
Additionally, teacher ratings of their experience at CLIC remains strong and increased in two areas - sense of belonging up 5% to 94% satisfaction, and Climate of Academic Support is up 6% to 93%. Teacher ratings of support received from admin is up 11% to 75% satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget was submitted as a lump sum total whereas the actual expenses are identified at the detail level.

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.

We plan to change the wording of goal 1 to state that teachers are "appropriately credentialed", as opposed to "highly qualified." Given the statewide teacher shortage, and the amount of job-embedded support we offer teachers, we feel that if their credentials are compliant, we can develop them as high quality teacher during their tenure.

Our biggest challenge is maintaining a pipeline of talent and an applicant pool for open roles. We have again revisited our salary scale to ensure we are offering a competitive compensation package for teachers. We also are in discussions with a university partner to engage in a residency program that would provide professional opportunity for mentor teachers and also create a pipeline of prospective teachers for open positions. These changes are further articulate in Goal 1 Actions and Expenditures.

We also plan to return to our prior practice of weekly check-in meetings with novice teachers, which will be done by the administrative leadership team and newly appointed mentor teachers.
Goal 2

2) FACILITIES: School facilities are clean, conducive to learning, and do not pose health or safety risks to students.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
</table>

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td># of safety incidents</td>
<td>18-19 Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
<td>There were three safety-related incidents this year, all on the play structure. No serious injuries were sustained.</td>
</tr>
<tr>
<td></td>
<td>Baseline 2 incidents in 2016-17</td>
<td></td>
</tr>
</tbody>
</table>

### Actions / Services

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

**Action 1**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Full time Yard Supervisors to address health and safety issues,</td>
<td>Implemented as planned</td>
<td>Hire Yard Supervisors to address facility issues 2000-2999:</td>
<td>2000-2999: Classified Personnel Salaries $58,466</td>
</tr>
</tbody>
</table>
when they arise, within 24 hours, and resolved within 5 business days.

- Bi-monthly facility walk-through and emergency systems review with teachers

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect feedback on facilities through Annual student, parent,</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>
and faculty surveys and respond to concerns

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annually review and revise, and implement safety plan</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>• Annually review and revise, and implement a drop-off and pick-up plan for the new facility to ensure student safety on the play yard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 18 of 144
• Maintain custodial staff for daily and nightly cleaning of site
• Maintain video monitoring and security system to ensure safety and protection of site
• Maintain school-wide emergency intercom and messaging system

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

Students to be Served
   All

Location(s)
   All Schools

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

Students to be Served

Scope of Services
   LEA-wide
   Schoolwide

Locations
   All Schools
Analysis

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

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

| All planned actions implemented. |

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

| In addition to planned actions, the staff created zones in the play areas, established rules and protocols for the use of each zone, and assigned paraprofessionals to supervise each zone. We also implemented rules about how many students can be on the play structure at any given time. The paraprofessionals and 6 teachers also participated in PlayWorks professional development to ensure safe and fair play at recess. Safety ratings remain strong among families (down 2% to 94%) and moderately high among teachers (72% favorable) and students (60% favorable). |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. |

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

| CLIC plans to systematize the playground changes described above, and to continue to develop our paraprofessionals to effectively maintain safety. |
Annual Update

LCAP Year Reviewed: 2018-19

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 3

3) STANDARDS ALIGNED INSTRUCTION: All teachers are proficient at developing standards-based (including CCSS, Next Generation Science Standards, and CA social studies) dual-immersion units of study anchored by performance tasks.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard alignment of unit and lesson plans</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Espanol</td>
<td></td>
</tr>
</tbody>
</table>

Baseline

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;95% of student learning experiences in all core content areas are aligned to standards</td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

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

Action 1

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<tr>
<th>Planned Actions/Services</th>
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</tbody>
</table>
Ongoing standard-based instruction in a dual-immersion classroom (including CCSS, Next Generation Science Standards, and CA social studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students

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

**Students to be Served**
All

**Location(s)**
All Schools

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

**Students to be Served**

**Scope of Services**
LEA-wide
Schoolwide

**Locations**
All Schools

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Not completed. Planned for Summer 2019</td>
<td>Included in Goal 4 Purchase of CCSS-aligned</td>
<td>4000-4999: Books And Supplies $7,336</td>
<td>No cost</td>
</tr>
</tbody>
</table>
- Develop unit plans (including assessments and instructional materials) aligned to Common Core En Espanol

CCSS and NGSS unit development in the summer and monthly unit reviews and lesson tuning protocols

- Implement common CCSS-aligned writing rubrics by grade level

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

**Students to be Served**
- All

**Location(s)**

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

**Students to be Served**

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**
- All Schools

<table>
<thead>
<tr>
<th>curricular materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Ongoing professional development on standard-based instruction in a dual-immersion environment, TBD based on an analysis of need at the end of the 2017-18 school year. Proposed:  
  - Developing pedagogy for deeper thinking  
  - Standard-driven math instruction  
  - Equity of outcomes at different depths of knowledge  
  - Cultural competency and social-emotional learning | Implemented as planned | Cost included in Goal 1 5000-5999: Services And Other Operating Expenditures | Included in Goal 1 5000-5999: Services And Other Operating Expenditures |
|                         |                         | Included in Goal 2 4000-4999: Books And Supplies | Included in Goal 2 4000-4999: Books And Supplies $331 |
|                         |                         | Included in Goal 1  
  See Planning Days costs listed above  
  1000-1999: Certificated Personnel Salaries | Included in goal 1 1000-1999: Certificated Personnel Salaries |
|                         |                         | Included in Goal 1  
  See Sub Days costs  
  5000-5999: Services And Other Operating Expenditures | Included in goal 1 5000-5999: Services And Other Operating Expenditures |

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services
- LEA-wide
- Schoolwide

Locations
- All Schools

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.

Most actions were implemented as planned, with the exception of planned curriculum and rubric development that got pushed to the Summer of 2019.

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

We don't believe the planned actions for 2018-19 were sufficient to increase academic outcomes for all students (Spanish Only, English Only, and Bilingual). We also underestimated the number of new teachers we would have, and did not design our professional growth to adequately support brand new teachers. Finally, math instruction has not been consistently rigorous and standard-aligned because teachers have not had the support they need to effectively implement the adopted curriculum (with the exception of the 2nd grade team, which benefitted from the Cognitively Guided Instruction training they received this year as a pilot initiative). We are making several adjustments, described below and in the Actions and Expenditures section to improve our outcomes in those areas.

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

In addition to the actions listed here, the leadership team plans to:

- Update the evaluation criteria to measure curriculum and instructional alignment to standards
- Create a more continuous evaluation and PD process, including weekly check-ins with new teachers
- Develop tiered levels of support for teachers (Tier 1: Teacher Eval, Tier 2: Intervention, Tier 3: Improvement plan) to guide frequency of touch points and resources allocated to each teacher’s growth and development.
- Redesign of the bilingual model to provide more constant and effective language acquisition support and ensure progressive ELA and Math standards mastery K-5.

We are also planning to improve math instruction through:

- Cognitively Guided Instruction training for all staff (expanding 2nd grade pilot)
- Identification and adoption of reliable benchmarking assessments and data collection in Math to provide teachers with real-time data on standards mastery and reteaching needs
- Vertical alignment of math curriculum and improved implementation of Eureka Math to be developed by a curriculum leadership team

These changes are reflected in Goals and Action sections 1, 3, and 6 of the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

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 4

4) All students access a broad program of study including technology, music and art. All students, including ELs are accessing dual-immersion CCSS-aligned curriculum, taught by teachers who have BCLAD certification

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% students taught by fully credentialed teachers</td>
<td>99% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification</td>
<td></td>
</tr>
<tr>
<td>Frequency of non-core &quot;specials&quot; offered to students</td>
<td>100% students receiving music or visual arts once a week</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>100% of students receiving physical education weekly</td>
<td></td>
</tr>
<tr>
<td>100% of students receiving music or visual arts once a week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide visual art and music once a week for 45 minutes to all students</td>
<td>Implemented as planned</td>
<td>Included in Goal 2 2000-2999: Classified Personnel Salaries</td>
<td>2000-2999: Classified Personnel Salaries $34,518</td>
</tr>
</tbody>
</table>

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

- **Students to be Served:** All
- **Location(s):** All Schools
- **Scope of Services:** LEA-wide, Schoolwide
- **Locations:** All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students engaged in one inquiry project per trimester</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement 1:2 ratio of technology devices (laptop or tablet) and interactive white boards</td>
<td>Exceeded planned implementation. Will complete the year with 1:1 ratio in grades 3-5.</td>
<td>Purchase technology equipment to achieve 1:3 ratio. Included in Goal 2. 4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies $24,884</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Provide Extended School Year program for qualifying students</td>
<td>Implemented as planned</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>Included in goal 1 5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td></td>
<td>Schoolwide</td>
<td></td>
</tr>
</tbody>
</table>

### Analysis

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

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

All actions and services implemented as expected.

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

All student regularly engage in a broad program of study at CLIC. No students are excluded from any course. As a result, students report high levels of engagement and satisfaction in the school. 96% favorably rated educational excellence at CLIC. 94% rate
learning at the school as fun. 73% favorably rate that teacher give all students a chance to participate in classroom discussions and activities.

<table>
<thead>
<tr>
<th>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>No significant changes planned.</th>
</tr>
</thead>
</table>
Goal 5

5) PARENT ENGAGEMENT: CLIC parents and guardians are engaged as partners in their child’s education and feel connected to and welcome at the school.

State and/or Local Priorities addressed by this goal:
- State Priorities: Priority 3: Parental Involvement (Engagement)
- Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of parent favorable ratings on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- climate of support for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- knowledge and fairness of discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sense of belonging/connectedness (including by subgroup)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19
% favorable ratings:
- 95% Climate of support for academic learning
- 95% knowledge and fairness of discipline, rules, and norms
- 85% safety
- 95% sense of belonging/connectedness (proportional across subgroups - within 5%)
Expected

Baseline
% favorable ratings:
94% Climate of support for academic learning
90% knowledge and fairness of discipline, rules, and norms
81% safety (70% surrounding neighborhood, 92% school grounds)
96% sense of belonging/connectedness
(92% Af-Am, 98% Hisp, 98% white, 98% ELL, 95% FRL, 100% SPED)

Actual

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain social media presence for marketing and thought leadership through blog on new website and cross-posting to Facebook, Instagram, and Twitter Accounts. Increase parent engagement with social media platforms. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td>Implemented Parent Square as a school-wide parent engagement and communication tool, and SchoolPass to manage safe pick-up and drop-off, enabling us to move away from social media to more systematic communication by email, phone, and text that reaches all parents in both English and Spanish.</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures $2,877</td>
</tr>
</tbody>
</table>

**Students to be Served**
All

**Location(s)**
All Schools

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students to be Served**
All

**Location(s)**
All Schools
Maintain monthly principal newsletters and monthly “Coffee with the principal”
Maintain weekly parent council communication with community

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematize how teachers communicate with parents such that 100% of classrooms are in at least monthly communication with parents about curriculum, instruction, and classroom culture</td>
<td>Implemented as planned.</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Action 4**
<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain regular convening of Comite Hablante Espanol (ELAC)</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No cost</td>
<td></td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement digital sign-ins for parent meetings, education, and</td>
<td>Tracked RSVPs for events instead of event sign-ins.</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>
volunteer events to track participation.

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

Students to be Served
   All

Location(s)
   All Schools

Analysis

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

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

All actions and services implemented, and we began using Parent Square and SchoolPass to systematize communication to parents, from parents to the school, and among parents. We have not consistently tracked parent participation in events through sign-ins, and will continue to work towards systematizing that important practice.

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

Data from ParentSquare indicates that 100% of our parents our reachable and 75% have interacted in the system. If we account for the fact that most families have at least 2 contacts in the system, this could be an indication that 100% of our families are interacting with our main communications platform. We are able to track within the system how parents engage, with what frequency, and who is communicating with them (e.g. we can track outgoing messages from teachers to ensure that they are communicating with parents regularly. Feedback from parents indicates many are overwhelmed by the volume of emails, or find them too focused on fundraising and not informative about the program. We are going to analyze data from ParentSquare and develop a communications plan that better addresses these concerns.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will continue to move away from social media to focus more on effective deployment of ParentSquare. This is described in more detail in Goal 4: Actions and Expenditures. We did not systematically implement digital sign-ins for parent meetings, education, and volunteer events to track participation. We are considering systems that would allow us to do so, and more effectively track engagement. All other actions will be sustained as described above.
Annual Update

LCAP Year Reviewed: 2018-19

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 6

6) STUDENT ACADEMIC ACHIEVEMENT: Annually, all CLIC subgroups will demonstrate "significant increase" (at least a 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating. Subgroups meeting or exceeding Level 3 will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at a High Level 3 or above.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC Scale Scores</td>
<td></td>
<td>Per the CA Dashboard, school-wide and subgroup achievement declined in both ELA (down 15.4 points school-wide) and Math (down 19.1 points school-wide) in 2018-19. As a result of declines in performance, all subgroups were in the orange band for ELA and Math. It's also important to note that the number of students tested is still relatively low as the school is still growing, and only have 20 5th graders in 2018-19. This makes comparisons in the dashboard from one year to the next a bit tenuous, as the comparisons are between cohorts of about 10-15 students in most cases, and may not reflect actual comparable trends in performance. However, a look at cohort data over time (pictured here) shows that in ELA, we have increased the percent of students meeting and exceeding standard overall, and decreased the percent of students not meeting standards. The percent of students in the middle band - standard nearly met - has increased, with some of those students representing declines, and some having moved up from standard not met. We have been less successful in Math, where we have maintained the percent of students exceeding standards, but decreased the percent meeting standards, and increased the percent not meeting.</td>
</tr>
<tr>
<td>18-19</td>
<td>The CLIC school-wide average will increase by at least 30 points in Math and ELA, achieving a &quot;high&quot; status at least 10 points above level 3 in both subjects. All CLIC subgroups with a Low score will demonstrate at least a sufficient point increase to move from Low to Medium. Groups already in Medium or above will achieve at least a 10 point increase. The SBAC participation rate will be at least 95%</td>
<td></td>
</tr>
</tbody>
</table>
Baseline
ELA:
- School-wide average is 33.6 points below Level 3 (Medium), with an decrease of 24.5 of 16.5 from 2015 to 2016
- No other subgroups received scores due to small sample size

MATH
- School-wide average is 13.2 points below Level 3 (low), with a decrease of 2 points from 2015 to 2016
- No other subgroups received scores due to small sample size

Expected

Actual

standards. This is prompting us to significantly invest in and modify our math instruction approach for 2019-20, as described below.

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement trimester benchmark assessments for math, ELA, and Spanish language learning, including: SBAC Interim benchmark assessments, CORE Phonics, Fountas &amp; Pinnell.</td>
<td>Benchmark assessments implemented twice in 2018-19. Assessments other than Fountas &amp; Pinnell and CORE were created by teacher grade-level teams and were therefore not sufficiently</td>
<td>Included in Goal 4</td>
<td>4000-4999: Books And Supplies $3,727</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td>22.50%</td>
<td>37.50%</td>
<td>20.00%</td>
<td>17.65%</td>
</tr>
<tr>
<td>41.18%</td>
<td>35.29%</td>
<td>20.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>6.67%</td>
<td>5.86%</td>
<td>13.33%</td>
<td>20.00%</td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- All

**Location(s)**
- All Schools

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

**Students to be Served**
- Low Income

**Scope of Services**
- Schoolwide

**Locations**

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.</td>
<td>Data was systematically analyzed for reading and foundational skills, and that data was used to strengthen intervention for Tier II and III students in the MTSS framework. Began training K-2 paraprofessionals to implement intervention curriculum for those students. This initiative will be expanded K-5 in 2019-20.</td>
<td>Included in Goal 4 Data analysis software (Illuminate) 4000-4999: Books And Supplies</td>
<td>Included in Goal 4</td>
</tr>
</tbody>
</table>
**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement interventions for students falling below proficiency and language learners: online adaptive instruction to fill skill gaps, 1:1 and small group intervention support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students.</td>
<td>Implemented as planned within the new MTSS framework.</td>
<td>Included in Goal 4 Online adaptive intervention software 4000-4999: Books And Supplies</td>
<td>Included in Goal 4 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries $389,989</td>
</tr>
<tr>
<td>Students to be Served</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Student Groups: Low performing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher professional development on data analysis, differentiation, and intervention strategies</td>
<td>Implemented as planned.</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures $12,611</td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scope of Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster</td>
<td>Implemented as planned. Also provided before school support and intervention.</td>
<td>After school intervention</td>
<td>No cost</td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Youth, and students with special needs

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

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- Schoolwide

**Locations**
- All Schools

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with a blended dual-immersion model in response to student needs with the goal of achieving a 50/50 program for all students by 4th grade.</td>
<td>Implemented as planned.</td>
<td>Included in Goal 1 1000-1999: Certificated Personnel Salaries</td>
<td>Included in Goal 1 1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>
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.

Most actions were implemented as planned, but we are still working on identifying and adopting benchmark assessments in Math and ELA that provide more predictive, reliable, and useful data for teachers. We have effective assessments for basic fluency, but not comprehension or other more complex skills. We have made significant positive progress in the redesign of our MTSS Framework, and have dramatically improved services to Tier II and Tier III students. We still need to improve systematic assessment and support for all students.

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

Clearly our achievement data from 2018-19 suggests that we need to make improvements in this service area. The ongoing data we are tracking on fluency and basic skills suggests students are making progress this year, however, we do not have an adequate internal snapshot of actual standards mastery.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We are planning several changes and new initiatives to improve student achievement. They are outlined here, in Goal 1 and in Goal 3 Actions and Services. These include:

- Establishing veteran/effective teachers as curriculum leads to devise assessment system during the summer (e.g. iStation, iReady, or equivalent), vertically align curriculum and ELA rubrics, and create effective units of study based on the adopted math program.
- Engaging a consultant and visiting other bilingual schools to re-assess the bilingual model, and assigning a Bilingual Lead Teacher to research, implement, and support a modified bilingual model to increase student achievement, particularly for low-income and low-income Latinx students.
- Expand CGI training through partnership with UCLA Center X from 2nd grade pilot to school-wide implementation.
- Expand MTSS intervention for Tier II and III students to all students including General Education.
Annual Update

LCAP Year Reviewed: 2018-19

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 7

7) ELL ACHIEVEMENT: ELL Students making increasing progress toward English proficiency each grade level: 20% K, 30% of 1st, 50% of 2nd, 75% of 3rd, 85% of 4th, and 95% of 5th grade students progress at least one level on the CELDT (or equivalent state assessment) annually. Equivalent % per grade level student progress toward RFEP each year. 100% of K cohort at level 4 on CELDT and/or RFEP by 5th grade.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students progressing a level on the ELPAC in each grade level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 2017-18 Baseline Data demonstrates that fewer students are in levels 1 and 2 as we progress through the grade levels. Because the ELPAC is a new assessment, we don’t have actual growth or progress data for student cohorts. We generally expect to see students moving up the levels toward RFEP over time, but until we have 2-3 years of data, we will not know what a reasonable growth expectation is on this new assessment.
### Expected

**18-19**
Students progress at least one level on the ELPAC (or equivalent state assessment) as follows:

- 20% K
- 30% of 1st
- 50% of 2nd
- 75% of 3rd
- 85% of 4th
- 95% of 5th grade

Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.

100% of K cohort achieves at least a 3 on the CELDT by 4th grade and a 4 by 5th grade

Equivalent % per grade level student progress toward RFEP each year.

### Baseline

**Percent Progressing by Grade Level 2016-17**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Progressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>21%</td>
</tr>
<tr>
<td>1</td>
<td>56%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>53%</td>
</tr>
<tr>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify language learners and track progress</td>
<td>Implemented as planned</td>
<td>Included in Goal 4 RFEP data analysis software 4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies $3,727</td>
</tr>
<tr>
<td></td>
<td>• Systematically collect home language survey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actual

#### CLIC 2017-18 ELPAC DATA

<table>
<thead>
<tr>
<th>Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>11%</td>
<td>15%</td>
<td>6%</td>
<td>30%</td>
</tr>
<tr>
<td>Level 2</td>
<td>47%</td>
<td>23%</td>
<td>18%</td>
<td>30%</td>
</tr>
<tr>
<td>Level 3</td>
<td>11%</td>
<td>38%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Level 4</td>
<td>32%</td>
<td>23%</td>
<td>41%</td>
<td>10%</td>
</tr>
<tr>
<td>RFEP</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
and implement ELL diagnostic
- Administer the ELPAC annually to all ELL students and internal assessments (Fountas and Pinnell and SBAC interim) tri-annually to all ELL students
- Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

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

**Students to be Served**
- English Learners

**Scope of Services**
- Schoolwide

**Locations**
- All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher professional development on language development strategies</td>
<td>Professional development is ongoing and includes regular discussions of language development in a bilingual program context.</td>
<td>Included in Goal 1 Teacher Professional Development</td>
<td>5000-5999: Services And Other Operating Expenditures $10,637</td>
</tr>
<tr>
<td>- Stipend an ELL Teacher lead as a trainer of trainers to support ELL</td>
<td>We did not identify or stipend a lead EL teacher in 2018-19 because we did not feel that we</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
implementation strategies school-wide.

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

Students to be Served
English Learners

Scope of Services
Schoolwide

Locations
All Schools

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Provide academic intervention:  
  • Continue with targeted support for low-income language learners (5 teach aids to support instruction)  
  • Research and possibly adopt online intervention software to support English Language Development | We have provided targeted support by paraprofessionals for our low-income language learners. We have not formally adopted an online language learning intervention program, but will be adopting a system that differentiates for all students in 2019-20. | Included in Goal 4  
Online adaptive intervention software  
4000-4999: Books And Supplies | Included in Goal 4 2100  
Instructional Salaries  
Included in Goal 4 2100 Instructional Salaries |

had the right expertise on staff, and we had more new teachers than anticipated. However we have already engaged a veteran teachers for 2019-20 who will also serve as bilingual/language acquisition coordinator.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners

**Scope of Services**
- Limited to Unduplicated Student Group(s)

**Locations**
- All Schools

### 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.

Key strategies related to identification, assessment, and individualized support for language learners were implemented. Some of the other strategies we had planned were not implemented this year. We did not have a lead EL teacher, and we did not adopt an online intervention program school-wide. Both of those will be accomplished in 2019-20.

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

Our baseline data suggests that we are moving in the right direction, as our older students are achieving at higher levels on the ELPAC. Growth in 4th and 5th grade on language development is the expected norm in the 90/10 bilingual model we currently implement. That said, our low-income language learners continue to lag as a subgroup: From 2015-16 to 2017-18, in ELA, a slightly higher percentage of our EL students are meeting standards on the SBAC (from 2.5-4.5% of students), but an increased percentage are not meeting standards (from 15% up 20%). In Math the percentage of EL students not meeting standards increased as well, while the percent meeting standards decreased, although there was a slight increase (1%) of students exceeding standards. Although the actual number of EL students tested remains low as the school continues to grow, the data trends clearly indicate a need to revisit our language acquisition model to ensure stronger outcomes for that subgroup.

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

We are setting entirely new language development goals based on our 2017-18 ELPAC baseline data. They are articulate under goals/actions/serves in Goal 7 below.

Additionally, we are revisiting the bilingual model to improve language acquisition through more guided and structured language acquisition development, using strategies such as GLAD or SIOP to ensure that students are receiving sufficient front-loaded language support and bridging to support language development. We will also increase PD on language development for all teachers, building teacher capacity for "Bridging" between languages (Spanish to Eng & Eng. to Spanish).
Annual Update

LCAP Year Reviewed: 2018-19

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 8**

8) STUDENT ENGAGEMENT:

Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism
<5% chronic absenteeism.

Low Pupil Suspension Rates: Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

95% of students favorably rate key indicators of engagement on student survey, including:
- culture and climate
- educational excellence
- climate of support for academic learning (teachers going out of their way to help students)
- sense of belonging

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>
## Annual Measurable Outcomes

### Expectations

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension and expulsion rates</td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td></td>
</tr>
</tbody>
</table>

- % Favorable ratings on:
  - culture and climate
  - educational excellence
  - climate of support for academic learning
  - sense of belonging

### 18-19

- 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism
- <5% chronic absenteeism.
- Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline.
- Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

Student survey feedback:
- 95% of students rated culture and climate favorably
- 95% rate educational excellence favorably
- 90% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 85% favorably rate their sense of belonging

---

### Actual

<table>
<thead>
<tr>
<th>CLIC’s ATTENDANCE RATE 5/6/19 (Days present divided by Days Expected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall – 95.8%</td>
</tr>
<tr>
<td>Free/Reduced – 95.2%</td>
</tr>
<tr>
<td>SpED – 96.4%</td>
</tr>
<tr>
<td>EL – 95.7%</td>
</tr>
<tr>
<td>African American – 95.6%</td>
</tr>
<tr>
<td>White – 96.1%</td>
</tr>
<tr>
<td>Latino – 95.6%</td>
</tr>
</tbody>
</table>

**CHRONIC ABSENTEEISM As of 5/6/19 (145 days of school):**

| Overall – 9.07% |
| Free/Reduced – 13.9% |
| SpED – 4.4% |
| EL – 12.8% |
| African American – 9.32% |
| White – 5.36% |
| Latino – 11.8% |

**SUSPENSION RATE:** 0%

**SURVEY DATA**

- 94% of students rated culture and climate favorably (down 1%)
- 96% rate educational excellence favorably (down 1%)
- 77% favorably rated the climate of support for academic learning (teachers going out of their way to help students) (down 4%)
### Baseline
- Suspensions at .68% (2/296)
- Attendance is <95%
- Chronic Absenteeism at 9%

### Student survey feedback:
- 96% of students rated culture and climate favorably
- 97% rated educational excellence favorably
- 82% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 76% favorably rate their sense of belonging

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Provide an engaging and supportive program:  
- Provide all students with an engaging, applied project- and internship-based program of study  
- Student life: special activities, field trips, and weekly all-school assemblies  
- Continue to implement school spirit days and events  
- Implement SEL curriculum (Second Step) (no cost) | Implemented as planned | Included in Goal 4  
Student life  
4000-4999: Books And Supplies | 4000-4999: Books And Supplies  
$38,795 |

- 72% favorably rate their sense of belonging (down 4%)
**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**
All

**Location(s)**
All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:  
  - Monthly analysis of attendance and behavior data by subgroup (in Illuminate)  
  - Special education services to students with emotional and behavioral challenges as required by IEP  
  - In-house counseling support  
  - Calls to parents of chronic absentees (or SARB Board reporting as needed)  
  - Administer, analyze, and respond to results of annual student and staff SEL surveys | Implemented as planned | Included in Goal 4 Absentee data and behavioral analysis on PowerSchool Annual satisfaction survey  
4000-4999: Books And Supplies | Included in Goal 4 4000-4999: Books And Supplies |
|  |  | Included in Goal 1 SPED services  
5000-5999: Services And Other Operating Expenditures | SPED services 5000-5999: Services And Other Operating Expenditures $161,450 |
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build staff capacity:</td>
<td>Implemented as planned</td>
<td>Included in Goal 1</td>
<td>Included in Goal 1 5000-5999:</td>
</tr>
<tr>
<td>Teacher professional</td>
<td></td>
<td>Teacher professional</td>
<td>Services And Other Operating</td>
</tr>
<tr>
<td>development on behavior</td>
<td></td>
<td>development</td>
<td>Expenditures</td>
</tr>
<tr>
<td>management and SEL</td>
<td></td>
<td>5000-5999: Services</td>
<td></td>
</tr>
<tr>
<td>competencies</td>
<td></td>
<td>And Other Operating</td>
<td></td>
</tr>
<tr>
<td>Begin implementation of</td>
<td></td>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>vertically articulated SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes matrix</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools
Analysis

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

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

All actions and services implemented as planned.

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

Existing action steps are not effectively curbing chronic absenteeism, in part because staff is overwhelmed with the number of phone call required.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We plan to modify the chronic absenteeism goal to <8% (2% lower than LAUSD rate, and 1% lower than CA statewide average). We are also exploring the use of ParentSquare and other robocall technology to more systematically communicate with chronically absentee and tardy families. We are also exploring incentives to improve attendance and reduced tardiness.
Annual Update

LCAP Year Reviewed: 2018-19

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 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

Actions / Services

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

Action 1

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.
Annual Update

LCAP Year Reviewed: 2018-19

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 10

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

Actions / Services

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

Action 1

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.
## Stakeholder Engagement

**LCAP Year: 2019-20**

### Involvement Process for LCAP and Annual Update

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

The school principal and Executive Director met on April 29, 2019 to review the prior-year LCAP and reflect on outcomes and expenditures. From this, a preliminary draft was developed. Stakeholder meetings were held as follows:

- May 14, 2019: Parent council presentation and input (all parents invited, 15 attended)
- May 21, 2019: Faculty meeting and input
- May 23, 2019: Board of Directors meeting and input
- May 23, 2019: Parent council meeting and input
- June 4, 2019 Principal and Executive Director meet to incorporate changes based on input.
- June 27, 2019: Board adoption of final LCAP for 2019-20

For each group of stakeholders, the draft LCAP was sent out ahead of time for review, along with an explanation of the 8 priorities. At the meeting, an overview of LCFF, the LCAP, and the school’s budget were presented, and participants were given time to go through and discuss each of the goal areas, focusing on what has been effective, and where they would recommend changes to program expenditures.

### Impact on LCAP and Annual Update

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

As a result of stakeholder input, several actions were revised or added to the LCAP, and related expenditures were reprioritized accordingly.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 1
1) HIGHLY-QUALIFIED TEACHERS: 100% of teachers are appropriately credentialed for their teaching assignments, 85% have at least a preliminary credential, 65% have a clear credential, and school maintains 85% retention of staff (excluding moving), and 90% of staff rate overall satisfaction 4 or 5 on climate of support for learning and sense of belonging

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Local Priorities: |

Identified Need:
Improve percent of highly qualified teachers, and implement additional actions/services to retain highly effective teachers.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% students are taught by a high quality, appropriately credentialed teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% students are taught by a high quality, appropriately credentialed teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% teachers favorable rating on school climate of support and academic learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% favorable on sense of belonging (85% rate the school favorably as</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of staff favorable rating of school climate of support and sense of belonging</td>
<td>85% retention of staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% teachers favorable rating on school climate of support and academic learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% favorable on sense of belonging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100% of teachers have an appropriate credential for their teaching assignment. 95% teachers favorable rating on school climate of support and academic learning 95% favorable on sense of belonging
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a supportive and inviting place to work</td>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

- All  
- [Add Students to be Served selection here]

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

- All Schools  
- [Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide  
- Schoolwide  
- [Add Scope of Services selection here]

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

- All Schools  
- [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18  
- Unchanged Action  
- 2017-18 Actions/Services

- Select from New, Modified, or Unchanged for 2018-19  
- Unchanged Action  
- 2018-19 Actions/Services

- Select from New, Modified, or Unchanged for 2019-20  
- Modified Action  
- 2019-20 Actions/Services
Maintain and review salary scale annually (consider annual COLA increase of 2%)

Maintain and review salary scale annually (consider annual COLA increase of 2%)

Maintain and review salary scale annually to ensure fair, competitive, and adequate compensation within the parameters of available funding

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,170,522</td>
<td>$1,301,924</td>
<td>$1,471,096</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

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

- All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

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

- Unchanged Action

2017-18 Actions/Services

- Teacher training and development:

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

- Unchanged Action

2018-19 Actions/Services

- Teacher training and development:

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

- Modified Action

2019-20 Actions/Services

- Teacher training and development:
- Implement individual performance and professional development plans
- Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis
- Implement a performance review process that results in individual growth and improvement plans for teachers
- Provide teachers with leadership opportunities including professional development and release time for unit planning and curriculum development
- Identifying 2 BTSA providers with or outside of school faculty.

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- Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis
- Implement a performance review process that results in individual growth and improvement plans for teachers
- Provide teachers with leadership opportunities including professional development and release time for unit planning and curriculum development
- Identifying 2 BTSA providers with or outside of school faculty.

- Implement individual performance and professional development plans
- Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis
- Implement a performance review process that results in individual growth and improvement plans for teachers
- Provide teachers with leadership opportunities including professional development and release time for unit planning and curriculum development
- Identifying 2 BTSA providers with or outside of school faculty.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,829,104</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal below 5000-5999</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,747,813</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal below 5000-5999</td>
</tr>
<tr>
<td>2019-20</td>
<td>$314,900</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal below 5000-5999</td>
</tr>
</tbody>
</table>

3 sub days per teacher/year. PD and release time: $200/dayx17x3 days/teacher =
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 planning days in summer for 7 teachers (1 per grade level). Cost: $1000/teacher = Included in 1000 - 1999</td>
<td>4 planning days in summer for 7 teachers (1 per grade level). Cost: $1000/teacher = Included in 1000 - 1999</td>
<td>$2800 stipends for 4 teachers to lead curriculum work in the summer = Included in 1000 - 1999</td>
</tr>
<tr>
<td></td>
<td>BTSA Included in 1000 - 1999</td>
<td>BTSA Included in 1000 - 1999</td>
<td>Mentor teachers Included in 1000 - 1999</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

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

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Modified Action

2017-18 Actions/Services

- Ensure teachers are “highly qualified”:

2018-19 Actions/Services

- Ensure teachers are “highly qualified”:

2019-20 Actions/Services

- Ensure teachers are appropriately credentialed:
- Annual teacher credential review
- Annual teacher credential review
- Annual teacher credential review by an HR specialist

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

**Action 4**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>Formalize teacher leadership roles and pathways, including: BTSA mentor teachers, grade-level chairs, curriculum specialists, and cultural competency lead. Develop role descriptions and pay rates for each role, as well as criteria for</td>
<td>Review and as needed modify established teacher leadership roles and pathways. Identify teachers for each role and include relevant responsibilities in hiring contracts.</td>
<td>Review and as needed modify established teacher leadership roles and pathways. Identify teachers for each role and include relevant responsibilities in hiring contracts.</td>
</tr>
</tbody>
</table>

Formalize teacher leadership roles and pathways, including: BTSA mentor teachers, grade-level chairs, curriculum specialists, and cultural competency lead. Develop role descriptions and pay rates for each role, as well as criteria for...
eligibility. Identify teachers for each role and include relevant responsibilities in hiring contracts.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) FACILITIES: School facilities are clean, conducive to learning, and do not pose health or safety risks to students.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

With the adoption of SchoolPass we have effectively addressed our prior need of a safer pick-up and drop-off system. Now our main need is funds to invest in upkeep and maintenance of the premises to ensure safety.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of safety incidents</td>
<td>2 incidents in 2016-17</td>
<td>Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety</td>
<td>Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
<td>Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

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

Unchanged Action

**2017-18 Actions/Services**

- Full time Yard Supervisors to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Bi-monthly facility walk-through and emergency systems review with teachers

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

Unchanged Action

**2018-19 Actions/Services**

- Full time Yard Supervisors to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Bi-monthly facility walk-through and emergency systems review with teachers

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

Modified Action

**2019-20 Actions/Services**

- Full time Yard Supervisors to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Systematize new playground supervision and protocols: zones in the play areas, established rules and protocols for the use of each zone, and assigned paraprofessionals to supervise each zone. We also implemented rules about how many students can be on the play structure at any given time.
- Bi-monthly facility walk-through and emergency systems review with teachers
- Establish clear procedure for notifying office/admin of facility issues - like a maintenance request
- Invest in site upgrades over the summer for safety, emergency supplies, and site repairs

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$482,038</td>
<td>$614,443</td>
<td>$66,219</td>
</tr>
<tr>
<td></td>
<td>Hire Yard Supervisors to address facility issues</td>
<td>Hire Yard Supervisors to address facility issues</td>
<td>Hire Yard Supervisors to address facility issues</td>
</tr>
<tr>
<td>Amount</td>
<td>$249,792</td>
<td>$221,384</td>
<td>$305,304</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td>Included in Goal 4 Cleaning Supplies</td>
<td>Included in Goal 4 Cleaning Supplies</td>
<td>Included in Goal 4 Cleaning Supplies</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

| All Schools |

OR
**Actions/Services**

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

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

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

2017-18 Actions/Services
Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

2018-19 Actions/Services
Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

2019-20 Actions/Services
Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns. Establish clear procedure for teachers to notify office/admin of facility issues - like a maintenance request with systematic follow-up.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Modified Action**
  - **Unchanged Action**

#### 2017-18 Actions/Services
- Develop a new safety plan for the new facility, including earthquake, fire, and lockdown protocols and safety drills.
- Create a drop-off and pick-up plan for the new facility to ensure student safety on the play yard.
- Hire custodial staff for daily and nightly cleaning of site.
- Install video monitoring and security system to ensure safety and protection of site.
- Install school-wide emergency intercom and messaging system.

#### 2018-19 Actions/Services
- Annually review and revise, and implement safety plan.
- Annually review and revise, and implement a drop-off and pick-up plan for the new facility to ensure student safety on the play yard.
- Maintain custodial staff for daily and nightly cleaning of site.
- Maintain video monitoring and security system to ensure safety and protection of site.
- Maintain school-wide emergency intercom and messaging system.

#### 2019-20 Actions/Services
- Annually review and revise, and implement safety plan.
- Annually review and revise, and implement a drop-off and pick-up plan for the new facility to ensure student safety on the play yard and continue use of SchoolPass.
- Maintain custodial staff for daily and nightly cleaning of site.
- Maintain video monitoring and security system to ensure safety and protection of site.
- Maintain school-wide emergency intercom and messaging system.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Modified Goal |

Goal 3

3) STANDARDS ALIGNED INSTRUCTION: All teachers are proficient at developing standards-based (including CCSS, Next Generation Science Standards, and CA social studies) dual-immersion units of study anchored by performance tasks.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Our most pressing challenges for the coming year are:
1) Better implementation of math curriculum (Eureka Math) to ensure implementation in alignment with grade-level standards
2) Re-assessment and possible modification of the bilingual model to ensure students are mastering CCSS standards at grade-level, while still developing bilingual biliteracy.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard alignment of unit and lesson plans</td>
<td>&gt;95% of student learning experiences in all core content areas are aligned to standards</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Espanol</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Espanol</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Espanol</td>
</tr>
</tbody>
</table>
Planned Actions / Services

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All [Add Students to be Served selection here]</td>
<td>All Schools [Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

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

**Actions/Services**

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

- **Unchanged Action**

2017-18 Actions/Services

- Ongoing standard-based instruction in a dual-immersion classroom (including CCSS, Next Generation Science Standards, and CA social studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students

2018-19 Actions/Services

- Ongoing standard-based instruction in a dual-immersion classroom (including CCSS, Next Generation Science Standards, and CA social studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students

2019-20 Actions/Services

- Redesign of the bilingual model to provide more constant and effective language acquisition support and ensure progressive ELA and Math standards mastery K-5.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>Implementation of CCSS-aligned writing rubrics (no cost)</td>
<td>Implementation of CCSS-aligned writing rubrics (no cost)</td>
<td>Implementation of CCSS-aligned writing rubrics (no cost)</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

### Resources:

- Develop unit plans (including assessments and instructional materials) aligned to Common Core En Espanol
- CCSS and NGSS unit development in the summer and monthly unit reviews and lesson tuning protocols

- Develop unit plans (including assessments and instructional materials) aligned to Common Core En Espanol

- Dual-language/ELA
- MTSS
- SEL
- Grade-level leads
- Inquiry/NGSS
- CRT

Committees will:
- Develop common CCSS-aligned writing rubrics by grade level

- CCSS and NGSS unit development in the summer and monthly unit reviews and lesson tuning protocols
  - Implement common CCSS-aligned writing rubrics by grade level

- Innovate, and guide and support implementation of their focus area
- Develop instructional units, resources, and materials (including assessments and instructional materials)
- Facilitate PD for other teachers

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference (Included in Goal 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$7,820</td>
<td>Purchase of CCSS-aligned curricular materials</td>
</tr>
<tr>
<td>2018-19</td>
<td>$7,820</td>
<td>Purchase of CCSS-aligned curricular materials</td>
</tr>
<tr>
<td>2019-20</td>
<td>$7,820</td>
<td>Purchase of CCSS-aligned curricular materials</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
All

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

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing professional development on standard-based instruction in a dual-immersion environment.</strong> PD for 2017-18 will focus on:</td>
<td><strong>Ongoing professional development on standard-based instruction in a dual-immersion environment, TBD based on an analysis of need at the end of the 2017-18 school year. Proposed:</strong></td>
<td><strong>Ongoing professional development on standard-based instruction in a dual-immersion environment.</strong></td>
</tr>
</tbody>
</table>
| - Strengthening math CCSS through in-house training, with a focus on articulating learning objectives and expected outcomes to students | - Developing pedagogy for deeper thinking  
- Standard-driven math instruction  
- Equity of outcomes at different depths of knowledge  
- Cultural competency and social-emotional learning | |
| - Developing social-emotional learning competencies through in-house professional development and mindfulness training (pending a grant) ($5000)  
- Teacher PD on cultural competency, either in-house (pending new hire) or through a partnership with UCLA Center X ($5000 stipend)  
- Continue professional development on rigor of student independent work, teacher questioning, etc. – planning CCSS-aligned lessons.  
- Time for teachers (sub days) to develop project and inquiry-based assessments and common assessments (with test-bank items). Development of language arts assessments aligned to Common Core en Espanol (writing rubrics, etc.) (see Goal 1 for cost) | | **Strengthening math instruction through:**  
- Cognitively Guided Instruction training for all staff (expanding 2nd grade pilot)  
- Identification and adoption of reliable benchmarking assessments and data collection in Math to provide teachers with real-time data on standards mastery and reteaching needs  
- Vertical alignment of math curriculum and improved implementation of Eureka Math to be developed by a curriculum leadership team |
| **Teacher growth and development to be enhanced through:**  
- Update the evaluation criteria to measure curriculum and instructional alignment to standards  
- Create a more continuous evaluation and PD process, including weekly check-ins with new teachers  
- Develop tiered levels of support for teachers (Tier 1: Teacher Eval, Tier 2: Intervention, Tier 3: Improvement plan) to guide |
frequency of touch points and resources allocated to each teacher's growth and development.
- Establish agreements about instructional best practices and school-wide homework policy to ensure rigorous standards-aligned instruction and homework

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Cost included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Cost included in Goal 1</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>4000-4999: Books And Supplies Included in Goal 2</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Planning Days costs listed above</td>
<td>See Planning Days costs listed above</td>
<td>See Planning Days costs listed above</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Sub Days costs</td>
<td>See Sub Days costs</td>
<td>See Sub Days costs</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) All students access a broad program of study including technology, music and art. All students, including ELs are accessing dual-immersion CCSS-aligned curriculum, taught by teachers who have BCLAD certification</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 7:</td>
<td>Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:
All students, particularly the most vulnerable (special needs and ELL) need highly qualified effective teachers and a broad and rich course of study that exposes them to the arts and to relevant real world experience.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% students taught by fully credentialed teachers</td>
<td>85%</td>
<td>100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification</td>
<td>100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification</td>
<td>100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification</td>
</tr>
<tr>
<td>Frequency of non-core &quot;specials&quot; offered to students</td>
<td>100%</td>
<td>100% students receiving music or theatre arts once a week</td>
<td>100% students receiving music or theatre arts once a week</td>
<td>100% students receiving music or visual arts once a week</td>
</tr>
</tbody>
</table>
## Planned Actions / Services
Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>Provide theater art and music once a week for 45 minutes to all students</td>
<td>Provide visual art and music once a week for 45 minutes to all students</td>
<td>Provide visual art and music once a week for 45 minutes to all students</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

### Action 2

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**
Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services

- All students engaged in one inquiry project per trimester

2018-19 Actions/Services

- All students engaged in one inquiry project per trimester

2019-20 Actions/Services

- All students engaged in one inquiry project per trimester

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

**Action 3**

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$25,381</td>
</tr>
<tr>
<td>Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td>Purchase technology equipment to achieve 1:3 ratio. Included in Goal 2.</td>
<td>Purchase technology equipment to achieve 1:3 ratio. Included in Goal 2.</td>
<td>Purchase technology equipment to 1:1 ratio in grades 3-5, and 1:3 ratio in grades K-2. Included in Goal 2.</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

**2017-18 Actions/Services**
- Implement 1:3 ratio of technology devices (laptop or tablet): students.
  - Pilot use of portable white board devices in each grade level.

**2018-19 Actions/Services**
- Implement 1:2 ratio of technology devices (laptop or tablet) and interactive white boards

**2019-20 Actions/Services**
- Implement 1:1 ratio of technology devices in 3rd-5th grade (laptop or tablet) and interactive white boards
- 2nd grade 1:3 chromebook ratio
- K-1 1:4 iPad ratio (6 per classroom)

### Budgeted Expenditures

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>
## For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

### Actions/Services

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

### 2017-18 Actions/Services

- Provide Extended School Year program for qualifying students

### 2018-19 Actions/Services

- Provide Extended School Year program for qualifying students

### 2019-20 Actions/Services

- Provide Extended School Year program for qualifying students

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

5) PARENT ENGAGEMENT: CLIC parents and guardians are engaged as partners in their child’s education and feel connected to and welcome at the school.

State and/or Local Priorities addressed by this goal:
State Priorities:   Priority 3: Parental Involvement (Engagement)
Local Priorities:

Identified Need:
Parents are integral to student success, both through their support of their own children, and through their involvement with and leadership in the school. We are constantly trying to make it easier and more appealing to parents to be involved in the school, communicate with teachers and administrators, and engage in education that supports their parenting.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of parent favorable ratings on:</td>
<td>% favorable ratings: 94% Climate of support for academic learning 90% knowledge and fairness of discipline, rules, and norms 81% safety (70% surrounding neighborhood, 92% school grounds)</td>
<td>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 85% safety (70% surrounding neighborhood, 92% school grounds)</td>
<td>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 85% safety 95% sense of belonging/connectedness (proportional across subgroups)</td>
<td>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 85% safety 95% sense of belonging/connectedness (proportional across subgroups)</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>(including by subgroup)</td>
<td>96% sense of belonging/connectedness (92% Af-Am, 98% Hisp, 98% white, 98% ELL, 95% FRL, 100% SPED)</td>
<td>95% sense of belonging/connectedness (proportional across subgroups)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

**Action 1**

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

- **Students to be Served:**
  - (Select from All, Students with Disabilities, or Specific Student Groups)
  - All

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools

**OR**

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

- **Students to be Served:**
  - (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add Students to be Served selection here]

- **Scope of Services:**
  - (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - [Add Scope of Services selection here]

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Increase social media presence for marketing and thought leadership through

**2018-19 Actions/Services**

- Maintain social media presence for marketing and thought leadership through

**2019-20 Actions/Services**

- Continue implementation of Parent Square as a school-wide parent engagement and
blog on new website and cross-posting to Facebook, Instagram, and Twitter Accounts. Increase parent engagement with social media platforms.

blog on new website and cross-posting to Facebook, Instagram, and Twitter Accounts. Increase parent engagement with social media platforms.

communication tool, and SchoolPass to manage safe pick-up and drop-off, enabling us to move away from social media to more systematic communication by email, phone, and text that reaches all parents in both English and Spanish.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>$2,934</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
</tbody>
</table>

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | All |

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

| All Schools | All Schools |

**Action 2**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services
Maintain monthly principal newsletters and monthly “Coffee with the principal”
Maintain weekly parent council communication with community

Maintain monthly principal newsletters and monthly “Coffee with the principal”
Maintain weekly parent council communication with community

Maintain monthly principal newsletters and monthly “Coffee with the principal”
Maintain weekly parent council communication with community

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| Modified Action |

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

| Unchanged Action |

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

| Modified Action |

**2017-18 Actions/Services**

Systematize how teachers communicate with parents such that 100% of classrooms are in at least monthly communication with parents about

**2018-19 Actions/Services**

Systematize how teachers communicate with parents such that 100% of classrooms are in at least monthly communication with parents about

**2019-20 Actions/Services**

Systematize school communication with parents such that:
- Digest option the default in ParentSquare (if possible)
curriculum, instruction, and classroom culture

• Require standardized weekly communication from teachers
• Create standard communication guidelines for ParentSquare

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>All Schools</td>
</tr>
<tr>
<td>Specific Student Groups: EL, Hispanic</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>

OR

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

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services
Maintain regular convening of Comite Hispano Hablante (ELAC)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

### Action 5

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All [Add Students to be Served selection here]</td>
<td>All Schools [Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Form a Parent Education and Engagement Committee to develop quarterly parent education and outreach

**2018-19 Actions/Services**

Sustain Reflective Parenting training and parent meetings.

**2019-20 Actions/Services**

Sustain Reflective Parenting training and parent meetings.
(in person and/or through video vignettes). Increase number of parent workshops and seek other partnerships for this purpose. Provide parent education on CCSS and Common Core en Espanol.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

### Actions/Services

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

### 2017-18 Actions/Services

- Digitize sign-ins for parent meetings, education, and volunteer events to track participation.

### 2018-19 Actions/Services

- Implement digital sign-ins for parent meetings, education, and volunteer events to track participation.

### 2019-20 Actions/Services

- Implement digital sign-ins for parent meetings, education, and volunteer events to track participation.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>no cost</td>
<td>no cost</td>
<td>no cost</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 6

6) STUDENT ACADEMIC ACHIEVEMENT: Annually, all CLIC subgroups will demonstrate "significant increase" (at least a 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating. Subgroups meeting or exceeding Level 3 will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at a High Level 3 or above.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |

| Local Priorities: |

Identified Need:

Our goals reflect the need to move all students to a Level 3 or above within the next two years. Our second priority is to close subgroup gaps. Internal data suggests that being socioeconomically disadvantaged, regardless of ethnicity, is a strong predictor of performance. Therefore, we are prioritizing interventions for our lowest performing students, particularly those from a low-income background.

While our preliminary ELA SBAC data from 2018-19 suggests that we have achieved significant school-wide increases (10-15% more students scoring proficient), we continue to have below-expectation math outcomes, especially for at-risk subgroups. We are especially focusing on teacher professional development and more effective tracking of student mastery in Math.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC Scale Scores</td>
<td>ELA:</td>
<td>• The CLIC school-wide</td>
<td>• The CLIC school-wide</td>
<td>• The CLIC school-wide</td>
</tr>
</tbody>
</table>

Page 94 of 144
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide average is 33.6 points below Level 3 (Medium), with an decrease of 24.5 of 16.5 from 2015 to 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No other subgroups received scores due to small sample size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide average is 13.2 points below Level 3 (low), with a decrease of 2 points from 2015 to 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No other subgroups received scores due to small sample size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MATH**
- School-wide average will increase from (low) Medium to High in Math, and from Low to Medium in ELA
- All CLIC subgroups with a Very Low score will demonstrate at least a sufficient point increase to move from Very Low to Low.
- The SBAC participation rate will be at least 95%

**2018-19**
- Average will increase by at least 30 points in Math and ELA, achieving a "high" status at least 10 points above level 3 in both subjects.
- All CLIC subgroups with a Low score will demonstrate at least a sufficient point increase to move from Low to Medium. Groups already in Medium or above will achieve at least a 10 point increase.
- The SBAC participation rate will be at least 95%

**2019-20**
- Average will increase by at least 30 points in Math and ELA, achieving a "high" status at least 10 points above level 3 in both subjects.
- All CLIC subgroups with a Low score will demonstrate at least a sufficient point increase to move from Low to Medium. Groups already in Medium or above will achieve at least a 10 point increase.
- The SBAC participation rate will be at least 95% school-wide and for all subgroups.
Planned Actions / Services

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td></td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
Year | Amount | Budget Reference | Action
--- | --- | --- | ---
2017-18 | $3,801 | 4000-4999: Books And Supplies Included in Goal 4 NWEA assessments | 
2018-19 | $3,801 | 4000-4999: Books And Supplies Included in Goal 4 Benchmark assessments | 
2019-20 | $3,801 | 4000-4999: Books And Supplies Included in Goal 4 Benchmark assessments | 

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**Budgeted Expenditures**

Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Included in Goal 4 Data analysis software (Illuminate)</td>
<td>4000-4999: Books And Supplies Included in Goal 4 Data analysis software (Illuminate)</td>
<td>4000-4999: Books And Supplies Included in Goal 4 Data analysis software (Illuminate)</td>
</tr>
</tbody>
</table>

**Action 3**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>Specific Student Groups: Low performing</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>Low Income</td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Implement interventions for students falling below proficiency and language learners: increased online adaptive instruction to fill skill gaps, 1:1 and small group intervention</td>
<td>Implement interventions for students falling below proficiency and language learners: online adaptive instruction to fill skill gaps, 1:1 and small group intervention</td>
<td>Implement interventions as defined in the MTSS Framework. Provide additional professional development to teaching assistants on instructional strategy and</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
group intervention support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students.

support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students.

intervention with struggling students for effective support of Tier II and III students regardless of special education or general education status.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies</td>
<td>$488,165</td>
<td>$488,165</td>
</tr>
<tr>
<td></td>
<td>Included in Goal 4 Online adaptive intervention software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Included in Goal 2 Teacher Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hire office assistant to support data input Included in Goal 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |
| [Add Students to be Served selection here] |

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

| All Schools |
| [Add Location(s) selection here] |

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

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

Actions/Services

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

- Unchanged Action

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

- Unchanged Action

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

- Modified Action

2017-18 Actions/Services

- Teacher professional development on data analysis, differentiation, and intervention strategies

2018-19 Actions/Services

- Teacher professional development on data analysis, differentiation, and intervention strategies

2019-20 Actions/Services

- Establishing 4-5 veteran/effective teachers as curriculum leads to devise assessment system during the summer (e.g. iStation, iReady, or equivalent), vertically align curriculum and ELA rubrics, and create effective units of study based on the adopted math program.
- Expand CGI training through partnership with UCLA Center X from 2nd grade pilot to school-wide implementation.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Services And Other Operating Expenditures</td>
<td>Services And Other Operating Expenditures</td>
<td>Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Included in Goal 1</td>
<td>Included in Goal 1</td>
<td>Included in Goal 1</td>
</tr>
</tbody>
</table>
### Action 5

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>LEA-wide</th>
<th>Schoolwide</th>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**
Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster Youth, and students with special needs

**2018-19 Actions/Services**
Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster Youth, and students with special needs

**2019-20 Actions/Services**
Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster Youth, and students with special needs

**Budgeted Expenditures**
### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

#### Actions/Services

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

- **Unchanged Action**

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

- **Modified Action**

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

- **Modified Action**

#### 2017-18 Actions/Services

Provide additional ELA support to (current 4th) future 5th grade students by modifying the dual-immersion model to 75% English and 25% Spanish (as opposed to the standard 50/50 model). The staffing model for that group will be team teaching with a lead ELA teacher and a Spanish language Teaching

#### 2018-19 Actions/Services

Continue with a blended dual-immersion model in response to student needs with the goal of achieving a 50/50 program for all students by 4th grade.

#### 2019-20 Actions/Services

Engage a consultant and visiting other bilingual schools to re-assess the bilingual model, and assigning a Bilingual Lead Teacher to research, implement, and support a modified bilingual model to increase student achievement, particularly for low-income and low-income Latinx students.
Assistant. One section of 4th grade will have a similar model.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Modified Goal |

Goal 7

7) ELL ACHIEVEMENT: ELL Students making increasing progress toward English proficiency each grade level: 20% K, 30% of 1st, 50% of 2nd, 75% of 3rd, 85% of 4th, and 95% of 5th grade students progress at least one level on the CELDT (or equivalent state assessment) annually. Equivalent % per grade level student progress toward RFEP each year. 100% of K cohort at level 4 on CELDT and/or RFEP by 5th grade.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 2: State Standards (Conditions of Learning) |
| Local Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | Priority 7: Course Access (Conditions of Learning) |

Identified Need:

Our goal is to ensure that all ELL students progress toward RFEP each year. However, in the early grades when our 90/10 dual-immersion program is mostly in Spanish, we are building students' literacy foundations in Spanish, and don't expect dramatic improvements on the CELDT until they are in 3rd grade receiving substantial English Language instruction. Thus the primary need for ELLs in the early grades is building their basic phonemic awareness, literacy and numeracy skills in Spanish, and then transitioning those skills to English over time.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students progressing a level</td>
<td>Percent Progressing by Grade Level 2016-17 K 21% 1 56% 2 10% 3 53%</td>
<td>Students progress at least one level on the ELPAC (or equivalent state assessment) as follows: 20% K</td>
<td>Students progress at least one level on the ELPAC (or equivalent state assessment) as follows: 20% K</td>
<td>Students progress at least one level on the ELPAC (or equivalent state assessment) as follows: 20% K</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>100%</td>
<td>30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade</td>
<td>30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade</td>
<td>30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</td>
<td>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</td>
<td>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</td>
</tr>
</tbody>
</table>

100% of K cohort achieves at least a 3 on the CELDT by 4th grade and a 4 by 5th grade

Equivalent % per grade level student progress toward RFEP each year.

100% of K cohort achieves at least a 3 on the CELDT by 4th grade and a 4 by 5th grade

Equivalent % per grade level student progress toward RFEP each year.
### Students to Be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
  - [Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Limited to Unduplicated Student Group(s)
  - [Add Scope of Services selection here]

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

- All Schools
  - [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

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

- Modified Action

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

- Unchanged Action

#### 2017-18 Actions/Services

- Identify language learners and track progress
  - Systematically collect home language survey and implement ELL diagnostic
  - Administer the ELPAC annually to all ELL students and internal assessments (Fountas and Pinnell and SBAC interim) tri-annually to all ELL students
  - Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

#### 2018-19 Actions/Services

- Identify language learners and track progress
  - Systematically collect home language survey and implement ELL diagnostic
  - Administer the ELPAC annually to all ELL students and internal assessments (Fountas and Pinnell and SBAC interim) tri-annually to all ELL students
  - Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

#### 2019-20 Actions/Services

- Identify language learners and track progress
  - Systematically collect home language survey and implement ELL diagnostic
  - Administer the ELPAC annually to all ELL students and internal assessments (Fountas and Pinnell and SBAC interim) tri-annually to all ELL students
  - Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,215</td>
<td>$5,215</td>
<td>$5,215</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Included in Goal 4 RFEP data analysis software</td>
<td>4000-4999: Books And Supplies Included in Goal 4 RFEP data analysis software</td>
<td>4000-4999: Books And Supplies Included in Goal 4 RFEP data analysis software</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>All Schools</td>
</tr>
<tr>
<td>Specific Student Groups: EL</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

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

### Actions/Services

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

**Modified Action**

**2017-18 Actions/Services**

Train teachers:
- Teacher professional development on language development strategies
- Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide.

**2018-19 Actions/Services**

Train teachers:
- Teacher professional development on language development strategies
- Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide.

**2019-20 Actions/Services**

Train teachers:
- Teacher professional development on language development strategies
- Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide.

- Engage a consultant and visit other bilingual schools to re-
assess the bilingual model, and assigning a Bilingual Lead Teacher to research, implement, and support a modified bilingual model to increase student achievement, particularly for low-income and low-income Latinx students.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>13,525</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1 Teacher Professional Development</td>
</tr>
<tr>
<td>2018-19</td>
<td>13,525</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1 Teacher Professional Development</td>
</tr>
<tr>
<td>2019-20</td>
<td>13,525</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1 Teacher Professional Development</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)
- Students with Disabilities
- Specific Student Groups: EL
- [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools
- [Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- Limited to Unduplicated Student Group(s)
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools
- [Add Location(s) selection here]
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide academic intervention:</td>
<td>Provide academic intervention:</td>
<td>Provide academic intervention:</td>
</tr>
<tr>
<td></td>
<td>• Continue with targeted support for low-income language learners (5 teach aids to support instruction)</td>
<td>• Continue with targeted support for low-income language learners (5 teach aids to support instruction)</td>
<td>• Continue with targeted support for low-income language learners (5 teach aids to support instruction)</td>
</tr>
<tr>
<td></td>
<td>• Research and possibly adopt online intervention software to support English Language Development</td>
<td>• Research and possibly adopt online intervention software to support English Language Development</td>
<td>• Research and possibly adopt online intervention software to support English Language Development</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>$1,414</td>
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<tr>
<td></td>
<td>2100 Instructional Salaries Included in Goal 4</td>
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</tr>
<tr>
<td>2018-19</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2100 Instructional Salaries Included in Goal 4</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>7000-7439: Other Outgo Included in Goal 4</td>
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</tr>
<tr>
<td></td>
<td>2100 Instructional Salaries Included in Goal 4</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Goal 8

8) STUDENT ENGAGEMENT:

Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism

<8% chronic absenteeism.

Low Pupil Suspension Rates: Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

95% of students favorably rate key indicators of engagement on student survey, including:
- culture and climate
- educational excellence
- climate of support for academic learning (teachers going out of their way to help students)
- sense of belonging

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:
In the 2016-17 school year suspensions increased from 0 to 2 (.68%). They remain below the target, and the school will continue to use alternative (restorative) discipline methods to minimize suspensions. There have been no expulsions in the history of the school.

In 2018-19 while attendance rates remain above 95%, chronic absenteeism in 2016-17 was 9% - 4% higher than the goal of 5%. Chronic absenteeism was also disproportionately high for low-income and latino students, and we are exploring root causes of
absenteeism for those subgroups. We have modified the chronic absenteeism goal to a more reasonable <8% (2% lower than LAUSD rate, and 1% lower than CA statewide average). We are also exploring the use of ParentSquare and other robocall technology to more systematically communicate with chronically absent and tardy families. We are also exploring incentives to improve attendance and reduced tardiness.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension and expulsion rates</td>
<td><strong>Suspensions at .68% (2/296)</strong></td>
<td><strong>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism</strong></td>
<td><strong>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism</strong></td>
<td><strong>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism</strong></td>
</tr>
<tr>
<td>Absenteeism</td>
<td><strong>Attendance is &lt;95%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td><strong>Chronic Absenteeism at 9%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Favorable ratings on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture and climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>climate of support for academic learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sense of belonging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student survey feedback:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96% of students rated culture and climate favorably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97% rated educational excellence favorably</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>82% favorably rated the climate of support for academic learning (teachers going out of their way to help students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student survey feedback:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% of students rated culture and climate favorably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% rate educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Metrics/Indicators

Baseline

- 76% favorably rate their sense of belonging

2017-18

- excellence favorably
- 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 80% favorably rate their sense of belonging

2018-19

- excellence favorably
- 90% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 85% favorably rate their sense of belonging

2019-20

- excellence favorably
- 95% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 90% favorably rate their sense of belonging

Planned Actions / Services

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

Action 1

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services
### 2017-18 Actions/Services
- Provide an engaging and supportive program:
  - Provide all students with an engaging, applied project- and internship-based program of study
  - Student life: special activities, field trips, and weekly all-school assemblies
  - Continue to implement school spirit days and events
  - Implement SEL curriculum (Second Step) (no cost)

### 2018-19 Actions/Services
- Provide an engaging and supportive program:
  - Provide all students with an engaging, applied project- and internship-based program of study
  - Student life: special activities, field trips, and weekly all-school assemblies
  - Continue to implement school spirit days and events
  - Implement SEL curriculum (Second Step) (no cost)

### 2019-20 Actions/Services
- Provide an engaging and supportive program:
  - Provide all students with an engaging, applied project- and internship-based program of study
  - Student life: special activities, field trips, and weekly all-school assemblies
  - Continue to implement school spirit days and events
  - Implement SEL curriculum (Second Step) (no cost)

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4 Student life</td>
</tr>
<tr>
<td>2018-19</td>
<td>$44,493</td>
<td>4000-4999: Books And Supplies Included in Goal 4 Student life</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4 Student life</td>
</tr>
</tbody>
</table>

### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
- (Select from All, Students with Disabilities, or Specific Student Groups)
  - All

#### Location(s):
- (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- **Modified Action**

2017-18 Actions/Services

- Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:
  - Monthly analysis of attendance and behavior data by subgroup (in Illuminate)
  - Special education services to students with emotional and behavioral challenges as required by IEP
  - In-house counseling support
  - Calls to parents of chronic absentees (or SARB Board reporting as needed)
  - Administer, analyze, and respond to results of annual student and staff SEL surveys

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

- **Unchanged Action**

2018-19 Actions/Services

- Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:
  - Monthly analysis of attendance and behavior data by subgroup (in Illuminate)
  - Special education services to students with emotional and behavioral challenges as required by IEP
  - In-house counseling support
  - Calls to parents of chronic absentees (or SARB Board reporting as needed)
  - Administer, analyze, and respond to results of annual student and staff SEL surveys

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

- **Modified Action**

2019-20 Actions/Services

- Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:
  - Monthly analysis of attendance and behavior data by subgroup (in Illuminate) and implement incentives to improve attendance outcomes.
  - Special education services to students with emotional and behavioral challenges as required by IEP
  - In-house counseling support
  - Use parent-square or robo-calling to more systematically implement calls to parents of chronic absentees (or SARB Board reporting as needed)
  - Administer, analyze, and respond to results of annual student and staff SEL surveys

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td></td>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td></td>
<td>$245,979</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absentee data and behavioral analysis on PowerSchool Annual satisfaction survey</td>
<td>All Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Scope of Services:</strong> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED services</td>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[Add Location(s) selection here]</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Actions/Services</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absentee data and behavioral analysis on PowerSchool Annual satisfaction survey</td>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td></td>
<td>$245,979</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>[Add Students to be Served selection here]</td>
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<td></td>
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<td></td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>[Add Scope of Services selection here]</td>
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<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<tr>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
<td>[Add Location(s) selection here]</td>
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<td></td>
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<td><strong>Actions/Services</strong></td>
</tr>
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<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED services</td>
<td>Modified Action</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Select from New, Modified, or Unchanged for 2019-19</td>
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<td></td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>SPED services</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>
### 2017-18 Actions/Services

**Build staff capacity:**
- Teacher professional development on behavior management and SEL competencies

### 2018-19 Actions/Services

**Build staff capacity:**
- Teacher professional development on behavior management and SEL competencies
- Begin implementation of vertically articulated SEL outcomes matrix

### 2019-20 Actions/Services

**Build staff capacity:**
- Teacher professional development on restorative practices as a framework for behavior management and SEL competencies
- Implementation of vertically articulated SEL outcomes matrix

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Included in Goal 1 Teacher professional development</td>
<td>Included in Goal 1 Teacher professional development</td>
<td>Included in Goal 1 Teacher professional development</td>
<td></td>
</tr>
<tr>
<td>Included in Goal 1 Hire AP of Instructional Services</td>
<td>Included in Goal 1 Hire AP of Instructional Services</td>
<td>Included in Goal 1 Hire AP of Instructional Services</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| New Goal |

Goal 9

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures
### Goals, Actions, & Services

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

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

<table>
<thead>
<tr>
<th>New Goal</th>
</tr>
</thead>
</table>

#### Goal 10

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified Need:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

#### Planned Actions / Services

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

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
</table>

OR

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
## Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$345,841</td>
<td>10.18%</td>
</tr>
</tbody>
</table>

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).

Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$323,209</td>
<td>10.26%</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>LCAP Year: 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$104,003</td>
</tr>
</tbody>
</table>

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).
As described in more detail under C., below, we have identified categories of actions and expenditures that will be effective for those students falling into unduplicated categories. Given our commitment to providing an equitably rigorous, rich, and world-class learning experience for all students, most of our actions and expenditures are being applied on a charter-wide basis.

We are committed to meeting the needs of all of our students. As a result, we have expenditures for specific actions that support these student populations, including:

- Technology for academic intervention and support
- After school enrichment and intervention programs
- Rich student life activities including overnight field trips at no cost to FRPL students
- Counseling support for students (beginning in 2015-16)
- Free and reduced priced breakfast and lunch service

We have focused on these categories of expenditures as the most effective use of funds to meet our goals for unduplicated pupils. For the first three categories (technology, after school, and student life), these are services that benefit all students and are core parts of our academic program, and which we believe are also of particular benefit to the unduplicated subgroups of students, as they provide the rich, supportive, and differentiated learning experience that should be accessible to all students, regardless of background. The additional categories of expenditures, (counseling and free or reduced meals) are particularly critical to students from low-income households who may need nourishment available to support their readiness to learn, and/or for students who have experienced substantial adverse childhood experiences (ACES) and may need additional support in order to develop appropriate social and emotional skills, and meet the behavioral and academic performance expectations at the school.
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
# LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<td>5000-5999: Services And Other Operating Expenditures</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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