

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Escuela Popular/Center for Training and
Careers, Family Learning

Contact Name and Title

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2017-20 Plan Summary

The Story

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

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

Our students are:

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

LCAP Highlights

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

We worked closely with stakeholders throughout the school to better understand the alignment our recently updated WASC School Action Plan and Charter Petition with our 2018-19 LCAP to deepen their knowledge with the three aligned goals for the next two years to improve outcomes for all students.

We were able to be on the same campus as one family learning center for the first time.

Review of Performance

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

Greatest Progress

In reference to our LCFF Evaluation Rubric we have indicators that are in the "red" or "orange" performance category. We received a red indicator for our performance in ELA (3-8), and a yellow indicator for our performance in Mathematics (3-8).

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

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

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator 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

In reference to our LCFF Evaluation Rubric we have indicators that are in the "red" or "orange" performance category. We received a red indicator for our performance in ELA (3-8), and a yellow indicator for our performance in Mathematics (3-8).

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

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

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

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

Performance Gaps

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

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

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

Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
PowerSchool Information System 2018-19	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year by 3%.
PowerSchool Information System 2018-19	Increase number of continuously enrolled/long-term students to 20%	CTC: 19%
Course Descriptions	2018-19 Performance based tasks identified in all courses.	Much work was done to begin the process with standing meeting to continue to develop aligned performance based tasks for all grades and courses.
Power School	2018-19 Increase number of seniors to 70	CTC: 47 students

Power School

2018-19

50% of students will access the online academic achievement tracking system

Fall of 2019 is when students will begin to have access to the online student/parent portal for PowerTeacher.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Review and refine student learning goals in all courses.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>TK-8 grade teachers in Spanish Language Arts, English High school social studies teachers need additional time next year to finalize this action as they are currently updating their course curriculum (and learning goals) to align with the NGSS and CA Social Studies framework (revised in 2016) respectively.</p> <p>High school core (non-ELD) teachers in English, Math, Science, and Social Studies reviewed and refined collaboratively created student learning goals for their classes and included them in course descriptions. Science and Social Studies need additional time next year to finalize this action as they are currently updating their course curriculum (and learning goals) to align with the NGSS and CA Social Studies framework (revised in 2016) respectively. Spanish, PE, and electives did not complete this task this school-year.</p>	<p>\$525,890 - LCFF - 1000-1999 Certificated Salaries - 1100</p>	<p>\$605,067 - LCFF - 1000-1999 Certificated Salaries - 1100</p>

ELD teachers between January -June 2019 attended PD development sessions to increase understanding of the ELD Standards, learning outcomes, and writing language targets. A majority of time was spent on developing a deep understanding on the ELD Guiding Principles and using the content and skills to develop Language Targets. This goal took much longer than anticipated. Language targets in the ELD department continue to be developed that will be aligned with the ELD standards.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Identify and establish performance based tasks in all courses</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>High School English department has identified and established performance-based tasks for their classes. High school ELD teachers will have identified and established two performance-based tasks per course level by August 2019.</p> <p>While Science, Spanish, ELD, Math, and Social Studies teachers may use performance-based tasks in their individual classes, they are still working to standardize them. Performance-based tasks have not been established in PE or elective</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

coursework.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Design rubrics for selected</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Rubrics were not developed this year as this is contingent on the development and selection of performance tasks for each course and grade level. The high school English department has designed rubrics for about half of their established performance tasks.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - See goal 1, action 1</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - See goal 1, action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In Fall 2018 all teachers participated in</p>	<p>\$37,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5863 PD</p>	<p>\$15,254 - LCFF - 5000-5999 Services and Other Operating Expenses - 5863 PD</p>

teachers on administering and assessing performance tasks

Professional Development on designing performance tasks through authentic assessment. In spring 2019 Instructional Leaders worked with the following groups and/or grade span: Core High School, and ELD to provide a deeper understanding of the state standards and common core standards, in particular the NGSS and ELD Standards. Teachers identified learning targets, next steps are to design and select performance tasks, administration, and assessment.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement and monitor use of rubrics for summative performance tasks in all courses</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The high school English department has implemented rubrics for about half of their performance tasks, and they input graded rubric scores into PowerSchool Pro Gradebook. For all other teachers rubrics were not developed this year as this is contingent on the development and selection of performance tasks for each course and grade level.</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Assess PowerTeacher capabilities to house and track selected student learning goals</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Leaders and Student Achievement directors confirmed that PowerTeacher Pro has the capability to house and track student learning goals through categorical proficiencies by grade level and/or course. High School English department (nine goals) and the Basic Math Module courses (twelve goals) have been tracking selected student learning goals for several years. The ELD department followed suit at the start of this school-year. Other departments and programs are still working to establish this. To move forward, learning goals for each course and grade level must be finalized before inputting into the system.</p>	<p>\$71,639 - LCFF - 5000-5999 Services and Other Operating Expenses - 5878 & 5881</p>	<p>\$65,639 - LCFF - 5000-5999 Services and Other Operating Expenses - 5878 & 5881</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - See goal 1, action 6</p>	<p>\$0 - See goal 1, action 6</p>

<p>Location: All Schools</p> <p>Customize and prepare PowerTeacher or selected online tracking system</p>	<p>Location: All Schools</p> <p>All teachers learned how to customize and prepare PowerTeacher Pro grade book to track student grades, each department is responsible for doing so. We are in the process of selecting course outcomes and goals to be tracked by PowerTeacher Pro.</p> <p>High School English, ELD, and Algebra Readiness departments have customized tracking student learning goals through categorical proficiencies as a department or program norm; the other departments and programs are working to establish this. All teachers learned how to set up their classes in Fall 2018.</p>		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement the use of PowerTeacher or the selected online tracking system</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>High School English, ELD, and Algebra Readiness departments have implemented tracking student learning goals through categorical proficiencies as a department or program norm; the other departments and programs are working to establish this for all teachers. Many but not all teachers use PowerTeacher to record</p>	<p>\$0 - See goal 1, action 6</p>	<p>\$0 - See goal 1, action 6</p>

grades throughout the quarter. 11/13 of non-ESL high school core teachers use PowerTeacher Pro Gradebook.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor the use of PowerTeacher or the selected online tracking system</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Leaders have administrator access to monitor the use of PowerTeacher Pro by the teachers. Currently, the GradeBook is only used to record grades. The use of PowerTeacher Pro GradeBook will be monitored regularly by instructional leaders.</p>	<p>\$0 - See goal 1, action 6</p>	<p>\$0 - See goal 1, action 6</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide training to teachers, students, and families on use of PowerTeacher or selected online tracking system</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 6</p>	<p>\$0 - See goal 1, action 6</p>

All teachers have been trained to use PowerTeacher Pro in order to record grades. Students and families do not currently have access to the online system and have not been provided training. There will be a pilot project for summer school of 2019 in anticipation of students and families being given access in 2019-2020 school-year.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student and families online access PowerTeacher Gradebook	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Students and families do not currently have access to PowerTeacher Pro Gradebook. There will be a pilot project for summer school of 2019 in anticipation of students and families being given access in 2019-2020 school-year.</p>	\$0 - See goal 1, action 6	\$0 - See goal 1, action 6

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers utilize and consistently update the PowerTeacher gradebook	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	\$0 - See goal 1, action 6	\$0 - See goal 1, action 6

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

Scope of Service: LEA-wide

Location: All Schools

Teachers have the capabilities to do so; instructional leaders will audit during the fourth quarter to identify how consistently PowerTeacher GradeBook is updated.

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.

During the first half of the year we had to assess the varying needs of the teachers and level of familiarity with performance tasks and use of rubrics. Identified needs included: Developing understanding of the ELD standards and framework to identify student learning goals and language targets, and Aligning Performance Tasks and common assessments. These needs needed to be addressed before fully selecting standardized performance tasks and rubrics for all grade levels and courses. The goal is to complete the identification of the learning goals by the end of 2018/2019 and develop, adopt, and implement the use of performance tasks during the 2019/2020 school year. Student and parent access to PowerTeacher Pro to track mastery of expected student learning goals is anticipated once the common performance tasks and learning outcomes are aligned.

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

Action and services are appropriate and aligned to meet our goal. We discovered that we were a bit ambitious with our actions and services and needed more time to build a foundation in understand all relative frameworks and standards to identify student learning outcomes, become fully familiar with newly adopted curriculum resources.

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.

The major change has been the pacing and adjustment of timelines of the actions and services to meet the goal.

Goal 2

Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment 2018-19</p> <p>Earn a 8.5 rating on the Relevance Domain of the TEN Feedback Loop.</p>	<p>The school met the goal:</p> <p>9-12th grades gave a 9.2 overall score</p>
<p>Professional Dev. Calendar and Sign-in sheets 2018-19</p> <p>90% of teachers attend professional development sessions offered by school.</p>	<p>75% of teachers attend professional development sessions offered by school.</p>
<p>Professional Dev. Calendar and Mentor Logs 2018-19</p> <p>80% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD approach to teaching.</p>	<p>33% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD approach to teaching.</p>
<p>Professional Dev. Calendar & Mentor Logs 2018-19</p> <p>75% of teachers will be proficient in developing lessons using UbD approach to teaching.</p>	<p>30% of teachers will be proficient in developing lessons using UbD approach to teaching.</p>

<p>NWEA MAP Assessment</p>	<p>2018-19 60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).</p>	<p>54% of our students met their Math growth target.</p>
<p>NWEA MAP Assessment</p>	<p>2018-19 48% met their Reading growth target, as established by Measures of Academic Progress (MAP).</p>	<p>47% of our CTC students met their Reading growth targets.</p>
<p>NWEA MAP Assessment</p>	<p>2018-19 60% students showed a positive growth on their Fall to Spring Lexile score.</p>	<p>44% of our 9th-12th grade CTC students showed positive growth on their Fall to Spring Lexile score.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Evaluate existing student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

<p>Location: All Schools</p> <p>Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards</p>	<p>Location: All Schools</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Establish student learning outcomes by grade level and course</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

<p>Location: All Schools</p> <p>Develop College and Career Pathways within the schools curriculum and assessment framework</p>	<p>Location:</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Design a diagram that communicates clearly to all stakeholders the school's curriculum and assessment framework</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$29,500 - LCFF - 4000-4999 Books and Supplies - 4325 instructional materials</p>	<p>\$29,500 - LCFF - 4000-4999 Books and Supplies - 4325 instructional materials</p>

Location: All Schools Select instructional resources for each specific grade level and discipline	Location: All Schools		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Examine the current state of resources and instructional programs to identify gaps and surplus</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$0 - See goal 1, action 1	\$0 - See goal 1, action 1

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$708,696 - LCFF - 2000-2999 Classified Salaries - 2103	\$807,849 - LCFF - 2000-2999 Classified Salaries - 2103 - Classified Instructors

Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Coordinate Professional Development opportunities to support new curriculum framework</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 2</p>	<p>\$0 - See goal 1, action 2</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 2</p>	<p>\$0 - See goal 1, action 2</p>

Select, develop, and implement professional development for school leaders and teachers on use of adopted resources

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Human and financial resources are allocated to successfully implement the curriculum and assessment framework</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

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

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

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.

Starting in January of 2019, our embedded PD became clear and focused on developing teachers on the standards and frameworks. In 9-12 PD time was spent revising our student outcomes by discipline so that they are better aligned. The foundation is being built to continue preparing our students and teachers.

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

The above actions provide an opportunity for us to be diligent and thoughtful in achieving the set goal.

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.

Goal 3

Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	2018-19 All teachers have an instructional mentor to work with.	All teachers have an assigned mentor. The goal has been to have mentors communicate with their mentees once a week. New teachers had a higher degree of support, based on their needs, at a minimum met twice a week with their mentor. Veteran teachers had a coaching session at a minimum once month. Access to mentors was readily available as needed.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	2018-19 100% of instructional leaders will attend professional development session offered by the school.	100% of all Instructional Leaders attended professional development offered to them.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	2018-19 Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	do not have an aligned school-wide communication process or tool. Fall of 2019 we will start using ParentSquare to be the comprehensive communication platform.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	2018-19 Support services for immigrant families are continued such as, intensive ELD, childcare, transportation, student resource advocate and academic counselors.	All services to support families and students to support attendance and achievement continue to be available

TEN Feedback Loop Survey	2018-19 Earn a 8.5 overall rating on the TEN Feedback Loop.	EP met the goal with an overall Score for 9-12th grade of 9.2.
Power School	2018-19 Increase number of continuously enrolled/long-term students to 20%	CTC 9-12th grade had 19% of continuously enrolled/long-term students, only 1% shy of our goal.
NWEA MAP Assessment	2018-19 60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).	47% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	2018-19 48% met their Reading growth target, as established by Measures of Academic Progress (MAP).	47% met their Reading growth target, as established by Measures of Academic Progress (MAP), shy 1% of the goal target.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All students who are experiencing truancy, personal needs, or academic concerns will receive a face-to-face contact by Principals and/or Teachers (9-12)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Monitor and track number of participants in Escuela Populares Parent Conference to support parenting students			
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The school continues to use support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$471,814 - LCFF - 2000-2999 Classified Salaries - 2925 childcare</p>	<p>\$563,854 - LCFF - 2000-2999 Classified Salaries - 2925 childcare</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - See goal 2, action 8</p>	<p>\$0 - See goal, action 8</p>

Location: All Schools	Location: All Schools		
Offer professional development of culturally and linguistically relevant instructional practices with an emphasis on immigrant students			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Coordinate a sustainable tutoring program to support academics</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - See goal 2, action 6</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - See goal 2, action 6</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$95,284 - LCFF - 1000-1999 Certificated Salaries - 1148</p>	<p>\$83,053 - LCFF - 1000-1999 Certificated Salaries - 1148</p>

Increase outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services			
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase awareness of Escuela Populares Sanctuary School Policy</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$0 - no direct cost	\$0 - no direct cost

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand recognition of student</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$0 - No direct cost	\$0 - No direct cost

achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, Seal of Biliteracy, etc.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Students have access to Student Learning Center and technology</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide extracurricular activities to support well-being/self-care</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$20,315 - LCFF - 5000-5999 Services and Other Operating Expenses - 5877 student activities</p>	<p>\$20,315 - LCFF - 5000-5999 Services and Other Operating Expenses - 5877 student activities</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Develop a communication plan to communicate with school community</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Communicate with staff the projects and timelines used and implemented by the Academic Counseling Department to support post-secondary education</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 13

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand opportunities for field trips to colleges and universities for PM students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$9,712 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830</p>	<p>\$11,513 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Obtain A-G course approval for World History, U.S. History, American Government, Economics, Biology, Physical Science, Chemistry, Art, and Spanish 2, Integrated Math 2 and 3</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Coordinate EPHS alumni and staff enrolled in colleges to connect with Seniors entering college</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Organize and expand Career and College Day for P.M. students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - no direct cost</p>	<p>\$0 - no direct cost</p>

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>\$0</p>	<p>\$0</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff explore ways to establish systematic tracking of the academic progress of graduating seniors to evaluate the success of the current program and inform academic future decisions to adjust and modify the program.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>		
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Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$19,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5893</p>	<p>\$30,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5893</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The school provides the student body with bilingual, bicultural staff.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$0 - No direct cost	\$0 - No direct cost

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Family learning environment where parents, youth, and children attend school together.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$0 - No direct cost	\$0 - No direct cost

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	\$2,514 - LCFF - 5000-5999 Services and Other Operating Expenses - 5875	\$2,514 - LCFF - 5000-5999 Services and Other Operating Expenses - 5875

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

Scope of Service: LEA-wide

Location: All Schools

Create student retention and outreach task force to perform a deep analysis of enrollment and retention data and make recommendations on how to increase student retention.

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

Scope of Service: LEA-wide

Location: All Schools

student recruiting

student recruiting

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.

EP continues to implement comprehensive system of services that support student challenges in academic, health, and social emotional areas, to foster student achievement and academic goals.

The stated actions and services demonstrate the schools responsiveness to meet the identified student needs.

EP's alignment with its Vision and Mission allows staff's creativity to be responsive towards student challenges.

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?

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

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

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

Fall of 2017 stakeholders took the priorities survey to select the new priorities for the 2017-2018, 2018-2019, 2019-2020 school years. The school received 12 priorities of teaching excellence that stakeholders determined were important. The stakeholders also provided feedback to individual teachers based on those 12 priorities. The teachers also received qualitative and quantitative feedback from students, families, other teachers, and administrators. All presentations and surveys were conducted in English and Spanish.

Engagement Process and Results

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

December 2018 – May 2019

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

Small groups made up teachers, administrative and support staff met to interact and to further their understanding of the goals and actions of the 2019-2020 LCAP and provided feedback.

In December 2018 and May 2019, the TEN survey was available for students, teachers, and administrators to give feedback on the 12 selected priorities that were used to develop the LCAP goals. Feedback data was available to teachers as a feedback loop on their actions towards meeting stakeholder priorities.

Number of participants

Students: 519

Impact on LCAP and Annual Update

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

Based on the TEN survey results, we were able to gather feedback on the 12 new priorities in the areas of Relationships, Relevance, Responsibility.

Highlights of the engagement of stakeholders are the following:

Teachers appreciated the opportunity to participate in the interactive process that allowed them to contribute and provide input to develop an aligned plan. Through this process, teachers understood that the LCAP was not an administrative tool but rather a document that was relevant to their preparation and practice. This process also allowed stakeholders to affirm that the actions were relevant and appropriate to meeting our LCAP goals. Common was established across all stakeholders as well as clear expectation of what expect next year through access to concrete tools such as PowerSchool and ParentSquare.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool Information System	9th-12th students earned 82% of total credits attempted.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.
PowerSchool Information System	6% increase in number of long-term students at the TK-8th grade continuously enrolled.	Increase number of continuously enrolled/long-term students (10% increase).	Increase number of continuously enrolled/long-term students to 20%	Increase number of continuously enrolled/long-term students to 23%

Course Descriptions	Lack of performance tasks used to measure established learning goals.		Performance based tasks identified in all courses.	Rubrics designed to evaluate performance based tasks in all courses.
Power School	Sixty four high school seniors		Increase number of seniors to 70	Increase number of seniors to 75
Power School	Limited to no student access to online academic achievement tracking system		50% of students will access the online academic achievement tracking system	60% of students will access the online academic achievement tracking system

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

School will provide professional development to support teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.

2018-19

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

New Action

Review and refine student learning goals in all courses.

2019-20

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

Unchanged Action

Review and refine student learning goals in all courses.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$41,000	\$525,890	\$525,890
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; 1100	1000-1999 Certificated Salaries; 1100

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

2018-19

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

Identify and establish performance based tasks in all courses

2019-20

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

Identify and establish performance based tasks in all courses

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$10,000	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries	; See goal 1, action 1	; See goal 1, action 1

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

2018-19

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

New Action

2019-20

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

Unchanged Action

School will provide professional development and coach teachers to design lessons using Understanding By Design with a focus on ELD and Math Common Core Standards.

Design rubrics for selected

Design rubrics for selected

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$41,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; See goal 1, action 1	1000-1999 Certificated Salaries; See goal 1, action 1

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

School will designate prep time for teachers of all grades to plan collaboratively during the school day.

2018-19

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

Provide professional development to teachers on administering and assessing performance tasks

2019-20

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

Provide professional development to teachers on administering and assessing performance tasks

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$161,000	\$37,000	\$38,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; 5863 PD	5000-5999 Services and Other Operating Expenses; 5863 PD

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Continue to use TEN feedback for teacher use in PLCs. Develop a separate method to give effectively evaluate and monitor and give feedback to teachers frequently on their ability to skillfully meet student needs and improve student performance.

2018-19

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

Implement and monitor use of rubrics for summative performance tasks in all courses

2019-20

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

Implement and monitor use of rubrics for summative performance tasks in all courses

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

School will continue to ensure that all teachers have an assigned instructional mentor.

2018-19

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

Assess PowerTeacher capabilities to house and track selected student learning goals

2019-20

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

Assess PowerTeacher capabilities to house and track selected student learning goals

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$125,000	\$71,639	\$73,788

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	5000-5999 Services and Other Operating Expenses; 5878 & 5881	5000-5999 Services and Other Operating Expenses; 5878 & 5881

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

School will provide teachers with professional development on how to use student performance data from NWEA MAP, and teachers will use data to inform instruction.

2018-19

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

Customize and prepare PowerTeacher or selected online tracking system

2019-20

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

Customize and prepare PowerTeacher or selected online tracking system

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$110,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses	; See goal 1, action 6	; See goal 1, action 6

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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

2018-19

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

Implement the use of PowerTeacher or the selected online tracking system

2019-20

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

Implement the use of PowerTeacher or the selected online tracking system

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries	; See goal 1, action 6	; See goal 1, action 6

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

New Action

2019-20

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

Unchanged Action

--

Monitor the use of PowerTeacher or the selected online tracking system
--

Monitor the use of PowerTeacher or the selected online tracking system
--

Budgeted Expenditures

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

Budget
Reference

	;	;
	See goal 1, action 6	See goal 1, action 6

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

New Action

2019-20

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

Unchanged Action

--

Provide training to teachers, students, and families on use of PowerTeacher or selected online tracking system
--

Provide training to teachers, students, and families on use of PowerTeacher or selected online tracking system
--

Budgeted Expenditures

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

Source			
Budget Reference		; See goal 1, action 6	; See goal 1, action 6

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide student and families online access PowerTeacher Gradebook

Provide student and families online access PowerTeacher Gradebook

Budgeted Expenditures

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

Budget
Reference

	;	;
	See goal 1, action 6	See goal 1, action 6

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

Budget
Reference

	;	;
	See goal 1, action 6	See goal 1, action 6

New Goal

Goal 2

Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment	TK-8th grade earned 8.8 overall TEN feedback loop score and 9th-12th grade earned 8.9 overall TEN feedback loop score.	100% of students complete feedback loop for teachers.	Earn a 8.5 rating on the Relevance Domain of the TEN Feedback Loop.	Earn a 9.0 rating on the Relevance Domain of the TEN Feedback Loop.
Professional Dev. Calendar and Sign-in sheets	90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.	90% of teachers attend professional development sessions offered by school.
Professional Dev. Calendar and Mentor Logs	50% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD	75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD	80% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD	90% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD

	approach to teaching.	approach to teaching.	approach to teaching.	approach to teaching.
Professional Dev. Calendar & Mentor Logs	43% of teachers will be proficient in developing lessons using UbD approach to teaching.	50% of teachers will be proficient in developing lessons using UbD approach to teaching.	75% of teachers will be proficient in developing lessons using UbD approach to teaching.	80% of teachers will be proficient in developing lessons using UbD approach to teaching.
NWEA MAP Assessment	56% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).		60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).	65% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	43% met their Reading growth target, as established by Measures of Academic Progress (MAP).		48% met their Reading growth target, as established by Measures of Academic Progress (MAP).	53% met their Reading growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	52% students showed a positive growth on their Fall to Spring Lexile score.		60% students showed a positive growth on their Fall to Spring Lexile score.	65% students showed a positive growth on their Fall to Spring Lexile score.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	New Action	Unchanged Action
All students who are experiencing truancy, personal needs, or academic concerns will receive a face to face contact by Principals and/or Teachers (9-12).	Evaluate existing student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards	Evaluate existing student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

All teachers will be expected to conduct home visits to develop relationships with students and families (TK-8).

2018-19

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

Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards

2019-20

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

Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Offer bilingual Family Nights to involve and inform parents on their student's progress. Aim to increase participation specifically for the upper grade families (TK-8).

2018-19

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

Develop College and Career Pathways within the schools curriculum and assessment framework

2019-20

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

Develop College and Career Pathways within the schools curriculum and assessment framework

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct costs	; See goal 1, action 1	; See goal 1, action 1

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

The school hosts an annual parent conference around the theme of supporting children in school.

2018-19

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

Design a diagram that communicates clearly to all stakeholders the school's curriculum and assessment framework

2019-20

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

Design a diagram that communicates clearly to all stakeholders the school's curriculum and assessment framework

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$0	\$0

Source	LCFF		
Budget Reference	4000-4999 Books and Supplies	; No direct cost	; No direct cost

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$29,500	\$30,300

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; 4325 instructional materials	4000-4999 Books and Supplies; 4325 instructional materials

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide professional development to teachers so that they can expand set of peacemaking practices that builds relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices and counseling.

2018-19

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

Examine the current state of resources and instructional programs to identify gaps and surplus

2019-20

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

Examine the current state of resources and instructional programs to identify gaps and surplus

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$41,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses	; See goal 1, action 1	; See goal 1, action 1

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

The TK-8 campus provides a family counselor to provide students and families with on-site counseling for conflict resolution, etc.

2018-19

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

Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction

2019-20

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

Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$65,000	\$708,696	\$708,696
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	2000-2999 Classified Salaries; 2103	2000-2999 Classified Salaries; 2103

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

The school offers a low student to teacher ratio to foster relationship building and to provide one-on-one support in a small school setting.

2018-19

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

Coordinate Professional Development opportunities to support new curriculum framework

2019-20

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

Coordinate Professional Development opportunities to support new curriculum framework

Budgeted Expenditures

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

Source			
Budget	;	;	;
Reference	No direct cost	See goal 1, action 2	See goal 1, action 2

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

The school provides support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school.

2018-19

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

Select, develop, and implement professional development for school leaders and teachers on use of adopted resources

2019-20

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

Select, develop, and implement professional development for school leaders and teachers on use of adopted resources

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$150,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses	; See goal 1, action 2	; See goal 1, action 2

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Ensure implementation of culturally and linguistically relevant instructional practices with an emphasis on immigrant students.

2018-19

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

Human and financial resources are allocated to successfully implement the curriculum and assessment framework

2019-20

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

Human and financial resources are allocated to successfully implement the curriculum and assessment framework

Budgeted Expenditures

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

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

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

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

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

2018-19

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

School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

2019-20

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

School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference		; See goal 1, action 1	; See goal 1, action 1

New Goal

Goal 3

Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	50% of principal time is spent on instruction.	50% of principal time is spent on instruction.	All teachers have an instructional mentor to work with.	All teachers have an instructional mentor to work with.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	100% of instructional leaders will attend professional development session offered by the school.	100% of instructional leaders will attend professional development session offered by the school.	100% of instructional leaders will attend professional development session offered by the school.	100% of instructional leaders will attend professional development session offered by the school.

Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	School-wide communication process is fragmented.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.
Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework	Alignment of resources is fragmented.	Resources match current needs.	Support services for immigrant families are continued such as, intensive ELD, childcare, transportation, student resource advocate and academic counselors.	Support services for immigrant families are continued such as, intensive ELD, childcare, transportation, student resource advocate and academic counselors.
TEN Feedback Loop Survey	Overall rating 8.5 from the TEN Feedback Loop		Earn a 8.5 overall rating on the TEN Feedback Loop.	Earn a 9.0 overall rating on the TEN Feedback Loop.
Power School			Increase number of continuously enrolled/long-term students to 20%	Increase number of continuously enrolled/long-term students to 23%
NWEA MAP Assessment	56% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).		60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).	65% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	43% met their Reading growth		48% met their Reading growth target, as established by Measures of Academic	53% met their Reading growth target, as established by Measures of Academic

	target, as established by Measures of Academic Progress (MAP).		Progress (MAP).	Progress (MAP).
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Analysis and alignment of human and financial resources available to increase student achievement.

2018-19

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

New Action

All students who are experiencing truancy, personal needs, or academic concerns will receive a face-to-face contact by Principals and/or Teachers (9-12)

2019-20

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

Unchanged Action

All students who are experiencing truancy, personal needs, or academic concerns will receive a face-to-face contact by Principals and/or Teachers (9-12)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

Source			
Budget Reference	; No direct cost	; See goal 1, action 1	; See goal 1, action 1

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Establish student outcomes by grade level and course.

2018-19

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

New Action

The school continues to use support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school

2019-20

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

Unchanged Action

The school continues to use support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$471,814	\$471,814
Source		LCFF	LCFF
Budget Reference	; No direct cost	2000-2999 Classified Salaries; 2925 childcare	2000-2999 Classified Salaries; 2925 childcare

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 2, action 8	; See goal 2, action 8

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Select, develop, and implement for professional development for school leaders on use of adopted resources.

2018-19

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

Coordinate a sustainable tutoring program to support academics

2019-20

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

Coordinate a sustainable tutoring program to support academics

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$41,000	\$0	\$0

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; See goal 2, action 6	5000-5999 Services and Other Operating Expenses; See goal 2, action 6

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Select, develop, and implement for professional development for school teachers on use of adopted resources.

2018-19

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

Increase outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services

2019-20

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

Increase outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$41,000	\$95,284	\$92,684
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; 1148	1000-1999 Certificated Salaries; 1148

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$41,000	\$0	\$0

Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses	; no direct cost	; no direct cost

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

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

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,315	\$20,925

Source		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; 5877 student activities	5000-5999 Services and Other Operating Expenses; 5877 student activities

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

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

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; No direct cost	; No direct cost

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Evaluate existing internal and external student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards.

2018-19

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

New Action

Expand opportunities for field trips to colleges and universities for PM students

2019-20

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

Unchanged Action

Expand opportunities for field trips to colleges and universities for PM students

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$9,712	\$10,004
Source		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; 5830	5000-5999 Services and Other Operating Expenses; 5830

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Evaluate Assessments to ensure authentic and relevant measures.

2018-19

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

Obtain A-G course approval for World History, U.S. History, American Government, Economics, Biology, Physical Science, Chemistry, Art, and Spanish 2, Integrated Math 2 and 3

2019-20

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

Obtain A-G course approval for World History, U.S. History, American Government, Economics, Biology, Physical Science, Chemistry, Art, and Spanish 2, Integrated Math 2 and 3

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; No direct cost	; No direct cost

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Establish communication process to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.

2018-19

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

Organize and expand Career and College Day for P.M. students

2019-20

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

Organize and expand Career and College Day for P.M. students

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$2,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses	; no direct cost	; no direct cost

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Provide user-friendly communication tools to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.

2018-19

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

New Action

Staff explore ways to establish systematic tracking of the academic progress of graduating seniors to evaluate the success of the current program and inform academic future decisions to adjust and modify the program.

2019-20

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

Unchanged Action

Staff explore ways to establish systematic tracking of the academic progress of graduating seniors to evaluate the success of the current program and inform academic future decisions to adjust and modify the program.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses		

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.

2018-19

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

In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.

2019-20

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

In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$95,000	\$19,500	\$20,085
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5893	5000-5999 Services and Other Operating Expenses

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

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

Action 20

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

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

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

Action 21

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$15,000	\$2,514	\$2,589
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; 5875 student recruiting	5000-5999 Services and Other Operating Expenses; 5875 student recruiting

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

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](#)).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,078,079

16.60%

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

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$531,689

17.94%

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

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

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

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$2,004,864	\$2,248,058	\$2,007,775
1000-1999 Certificated Salaries	621,174	688,120	618,574
2000-2999 Classified Salaries	1,180,510	1,371,703	1,180,510
4000-4999 Books and Supplies	29,500	29,500	30,300
5000-5999 Services and Other Operating Expenses	173,680	158,735	178,391

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$2,004,864	\$2,248,058	\$2,007,775
LCFF S & C/Contributing to Increased or Improved Services	2,004,864	2,248,058	2,007,775

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$2,004,864	\$2,248,058	\$2,007,775
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	621,174	688,120	618,574
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,180,510	1,371,703	1,180,510
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	29,500	29,500	30,300

Expenditures by Goal and Funding Source

Funding Source	2019
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Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

All Funding Sources	\$637,678
LCFF S & C/Contributing to Increased or Improved Services	637,678

Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

All Funding Sources	\$749,996
LCFF S & C/Contributing to Increased or Improved Services	749,996

Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

All Funding Sources	\$620,101
LCFF S & C/Contributing to Increased or Improved Services	620,101

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

All Funding Sources	\$634,529	\$685,960
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Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

All Funding Sources	\$749,196	\$848,349
LCFF S & C/Contributing to Increased or Improved Services	749,196	848,349

Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

All Funding Sources	\$621,139	\$713,749
LCFF S & C/Contributing to Increased or Improved Services	621,139	713,749

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