

# 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 Accelerated 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 the free and reduced lunch program
- 82% of students are classified as English Learners

## LCAP Highlights

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

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

### 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
<p><b>PowerSchool Information System 2018-19</b>                      The ratio of credits earned to credits attempted increases from base year.</p>	<p>The ratio of credits earned to credits attempted increases from base year by 3%.</p>
<p><b>PowerSchool Information System 2018-19</b>                      Increase number of continuously enrolled/long-term students to 80%</p>	<p>AFLC TK 8<sup>th</sup> = 77%                      AFLC 9-12 = 38%</p>
<p><b>Course Descriptions 2018-19</b>                      Performance based tasks identified in all courses.</p>	<p>Much work was done to begin the process with standing meeting to continue to develop aligned performance based tasks for all grades and courses.</p>

<b>Power School</b>	<b>2018-19</b> Increase number of graduates to 10	AFLC: 6 students
<b>Power School</b>	<b>2018-19</b> 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>TK-8 grade teachers in Spanish Language Arts, English Language Arts, and Math use Engage New Year and Benchmark Adelante curricula which are aligned to the Common Core Standards and have stated learning goals. Teachers in these areas were guided in identifying the learning goals articulated within the existing curriculum and are in the process of customizing them to meet the needs of our students. Grades 7-8 science and 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.</b></p> <p><b>High school core (non-ELD) teachers in English, Math, Science, and Social Studies reviewed and refined collaboratively created student</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - no direct cost</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - no direct costs</p>

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.

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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>TK-8 Spanish Language Arts and English Language Arts teachers use</b></p>	<p>\$938,967 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$884,472 - LCFF - 1000-1999 Certificated Salaries</p>

	<p><b>Benchmark Adelante curriculum which include performance-based tasks. These need to be identified, established, and standardized in all grade levels. Performance-based tasks have not yet been identified by TK-8 math teachers; they use Engage New York Math curriculum which does not have defined performance-based tasks. 7-12 Social Studies and Science teachers need additional time next year to finalize this action as they are currently updating their course curriculum (and performance-based assessments) to align with CA Social Studies framework (revised in 2016) and NGSS standards respectively.</b></p> <p><b>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.</b></p> <p><b>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 coursework.</b></p>		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 total</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal action 2 total</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Design rubrics for selected</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>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.</b></p>		
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 teachers on administering and assessing performance tasks</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>In Fall 2018 all teachers participated in Professional Development on designing performance tasks through authentic assessment. In spring 2019 Instructional Leaders worked with the following groups and/or grade span: TK-6th, 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. TK-6 grades curriculum included training for teachers in interdisciplinary</b></p>	<p>\$32,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5863 Professional development</p>	<p>\$12,003 - LCFF - 5000-5999 Services and Other Operating Expenses - 5863 Professional Development</p>

research projects.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Although some TK-6 grade teachers have begun to use periodic summative assessment tasks with rubrics through Benchmark Adelante curricula, the process to implement and monitor needs to be standardized. 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.</b></p>	<p>\$0 - No direct cost</p>	<p>\$0 - LCFF - no direct cost</p>

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Instructional Leaders and Student Achievement directors confirmed that</b></p>	<p>\$35,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5878/5881 student assessment &amp; student information system</p>	<p>\$34,920 - LCFF - 5000-5999 Services and Other Operating Expenses - 5878/5881 student assessment &amp; student information system</p>

learning goals	<p><b>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, and K-6 teachers did so at the mid-year mark. 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.</b></p>		
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### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Customize and prepare PowerTeacher or selected online tracking system</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>All teachers learned how to customize and prepare PowerTeacher Pro grade book to track student grades. At the High School, each department is responsible for doing so; for the K-6 program, PowerTeacher Pro grade book customization was completed for the teachers mid-year. We are in the process of selecting course outcomes and goals to be tracked by</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in Goal 1, action 6 5878/5881 student assessment &amp; information system</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in Goal 1, action 6 5878/5881 student assessment &amp; information system</p>

	<p><b>PowerTeacher Pro.</b></p> <p><b>K-6 teachers and 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.</b></p>		
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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>K-6 teachers and 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 grades throughout the quarter. 11/13 of non-ESL high school core teachers use PowerTeacher Pro Gradebook.</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Accounted for in goal 1, action 6 5878/5881</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Accounted for in goal 1, action 6 5878/5881</p>

## 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>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.</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - accounted for in goal 1, action 6</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - accounted for in 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>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</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in action 1 of goal 1, professional development costs, as well as action 6, student assessment/information system</p>	

**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	<b>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.</b>	\$0 - LCFF - no direct cost	\$0 - LCFF - no direct costs

### Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers utilize and consistently update the PowerTeacher gradebook	<b>Teachers have the capabilities to do so; instructional leaders will audit during the fourth quarter to identify how consistently PowerTeacher GradeBook is updated.</b>	\$0 - LCFF - no direct cost	\$0 - LCFF - no direct cost

## Analysis

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

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

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: 1) Developing understanding and use of adopted curriculum and resources: Benchmark Adelante and Engage NY, 2) Developing understanding of the ELD standards and framework to identify student learning goals and language targets, 3) 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><b>PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment</b> 2018-19</p> <p>Earn a 8.5 rating on the Relevance Domain of the TEN Feedback Loop.</p>	<p>The goal was met with:</p> <p>9-12th grade had a 9.2 Overall Score</p> <p>TK 8<sup>th</sup> grade had an 8.2 overall score</p>
<p><b>Professional Dev. Calendar and Sign-in sheets</b> 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><b>Professional Dev. Calendar and Mentor Logs</b> 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><b>Professional Dev. Calendar &amp; Mentor Logs</b> 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><b>NWEA Map Assessment</b></p>	<p><b>2018-19</b> 50% of DL students and 60% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).</p>	<p>40% of our 3rd-8th grade students met their Math growth target.</p> <p>9-12 AFLC: 60%</p>
	<p><b>2018-19</b> 55% of DL students and 55% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).</p>	<p>38% of our 3rd-8th grade students met their Reading growth target.</p> <p>48% of our 9-12th grade students in AFLC met their Reading growth target.</p>
<p><b>NWEA Map Assessment</b></p>	<p><b>2018-19</b> 74% of DL and 55% of under 19 students showed a positive growth on their Fall to Spring Lexile score.</p>	<p>68% of our 3rd-8th grade students showed a positive growth on their Fall to Spring Lexile score.</p> <p>9-12 AFLC: 62.5% of our 9-12th grade AFLC students showed a positive growth on their Fall to Spring Lexile score, allowing us to meet our target goal.</p>
<p><b>SBAC Assessment</b></p>	<p><b>2018-19</b> 40% of 5th graders are meeting or exceeding standard in ELA and 20% in Math based on SBAC</p>	<p>14% students Met or exceeded standard in ELA on the SBAC.</p> <p>0% of 5<sup>th</sup> Grade students Met or exceeded standard in Math on the SBAC.</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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>TK-6th Grade: SLA, Science, and Social Studies are assessed using the assessments from Benchmark Adelante, includes end of unit assessments, which are aligned to the Common Core Standards.</b></p> <p><b>TK-8 Grade: Math standards are assessed using the assessments from Engage NY, which are aligned to the Common Core Standards.</b></p> <p><b>3rd - 8th Grade: ELA standards are assessed using the assessments from Engage NY, which are aligned to the Common Core Standards.</b></p> <p><b>7-12 science: STEMScopes curriculum includes assessment tools that are aligned to the NGSS. They need to be used and implemented, considering it was adopted in January 2019.</b></p> <p><b>9-12 English and Social Studies assessments are aligned to the ELA Common Core Standards. Next step is</b></p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 certificated teacher</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 certificated teacher</p>

	<p>to evaluate the assessments to ensure alignments to the performance tasks called for by on the SBAC.</p> <p>9-12 Math: Assessments cover the content of Common Core Math, there is a need to adopt assessments that are performance based tasks called on by the SBAC.</p> <p>ELD: Common assessment tools have not yet been adopted; we are currently developing language targets and learning outcomes aligned to the ELD Standards and ELPAC tasks.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Engage NY and Benchmark Adelante curricula, adopted last year, articulates instructional practices that align to ELD and common core standards. StemScopes curriculum, adopted this year, also articulates instructional practices that align to ELD and NGSS standards. Other departments and programs have continued to evaluate their instructional practices to ensure alignment with Common Core. There is a need to evaluate their instructional practices alignment to ELD standards.</b></p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 certificated teacher</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 certificated teacher</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>High School core 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 High School teachers need additional time next year to finalize this action as they are currently updating their course curriculum to align with the NGSS and Social Studies framework respectively. High School Spanish, PE, and electives did not complete this task this school-year.</b></p> <p><b>TK-8 grade teachers are developing year-long scope and sequences that will include established learning outcomes by the end of the current school-year.</b></p>	<p>\$0 - LCFF - included in goal 1, action 2 certificated teacher salaries</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - included in goal 1, action 2 certificated teacher salaries</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>Instructional Leaders identified and collected resources for the College</b></p>	<p>\$0 - No direct cost</p>	<p>\$0 - no direct cost</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 College and Career Pathways within the schools curriculum and assessment framework</p>	<p><b>and Career Readiness 21st Century skills and are in the process of reviewing them to develop College and Career Pathways within the schools curriculum and assessment framework.</b></p>		
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### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>In the summer of 2019, Instructional leaders will design a diagram of the curriculum and assessments established by the end of this schoolyear. Curriculum and assessments for other departments will be added in when they are complete to be shared with all stakeholders.</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$16,500 - LCFF - 4000-4999 Books and Supplies - 4325</p>	<p>\$16,493 - LCFF - 4000-4999 Books and Supplies - 4325</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>Select instructional resources for each specific grade level and discipline</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><b>High school departments with established selected instructional resources from previous years include: English, social studies, health education, and math. A new science curriculum, STEMScopes, was adopted in January 2019 for the high school science classes. Our K-8 program continues to use the established selected instructional resources Benchmark Adelante and Engage New York adopted in 2017-2018.</b></p> <p><b>New leadership and social-emotional learning curriculum, Turbo Leader, was adopted in August 2018 for 7th and 8th graders to teach them how to adapt to changes, find and share their passions and find ways to become leaders. Instructional resources for grades 7-8 social studies needs to be selected.</b></p> <p><b>An audit of instructional resources is in process.</b></p>	<p>instructional materials</p>	<p>instructional materials</p>
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - included in goal 2, action 6 instructional materials</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - included in goal 2, action 6 instructional materials</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>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Resources and instructional programs have been examined and the following gaps have been identified:</b></p> <ul style="list-style-type: none"> <li>• <b>Grades 7-12 science lab supplies based in the STEMScopes curriculum</b></li> <li>• <b>Grades 7-8 ELA and Math resources, Spanish instructional program and resources</b></li> <li>• <b>ELD Instructional program for grades K-2: Benchmark Advanced</b></li> <li>• <b>ELA Instructional program for grades 3-6: Benchmark Advanced</b></li> <li>• <b>Grade 9 ELD instructional program: Edge Fundamentals</b></li> </ul>		
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## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 and implement professional growth for classified</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Instructional leaders identified and collected resources for the College</b></p>	<p>\$176,791 - LCFF - 2000-2999 Classified Salaries - Classified instructors 2103</p>	<p>\$176,791 - LCFF - 2000-2999 Classified Salaries - Classified Instructors 2103</p>

and certificated staff to meet 21st century skills, including integration of technology into instruction

**and Career Readiness 21st Century skills and are in the process of reviewing them to develop appropriate PD for Inservice in August 2019.**

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>High school social studies and science teachers have been given ample PD opportunities to become familiar and incorporate the new state and national frameworks into their curriculum. High school math and English teachers continue to build on their alignment through regular department/department cluster meetings. High school Spanish and PE teachers need to guidance to focus on curriculum alignment to state curriculum frameworks.</b></p> <p><b>Instructional leaders implemented and led a professional development program in-house (six sessions, 2 hours each) in spring of 2019 to support new curriculum frameworks for all teachers.</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 1, action 4 PD</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 1, action 4 PD</p>

### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Select, develop, and implement professional development for school leaders and teachers on use of adopted resources</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Instructional leaders implemented and led a professional development program in-house (six sessions, 2 hours each) in spring of 2019 on implementation and use of adopted resources for all teachers.</b></p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 1, action 4 professional development</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 1, action 4 professional development</p>

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Teachers have a total of ~6 hours/month of collaborative meetings in departments and/or PD sessions led by instructional leaders and department/grade level chairs to design, revise, and implement curriculum and assessments.</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 incorporates community building activities to build relationships amongst students, staff, and families.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>TK-8 program starts every school day with a morning Welcoming Ceremony to establish routines and protocols and build relationships among the students and staff. TK-6 teachers incorporate daily 15-minute circle time using fables to teach community values. There are Family Nights every quarter for AM program students and their families so that the school staff and teachers can share information regarding school and classroom activities and develop community involvement. TK-6 grade teachers conduct home visits for at least 75% of their students. Teacher-parent conferences occur twice a year.</b></p> <p><b>Spirit Week and Spirit Day events are also implemented to build community:</b></p> <ul style="list-style-type: none"> <li>- TK-8 program has a Spirit Week twice a year</li> <li>- The AM high school program has a Spirit Week in October.</li> <li>- The PM high school program has a Spirit Day during the third week of every quarter.</li> </ul>	<p>\$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$12,999 - LCFF - 5000-5999 Services and Other Operating Expenses - 5877 - Student Activities</p>

**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>In the fall of 2018 High school ELD teachers, ESL department chairs, and two instructional leaders attended a workshop session on how to deconstruct the ELD standards.</b></p> <p><b>In the school year 2018-2019, ELD/ESL teachers had in-house trainings on how to design authentic performance tasks, understand the ELD framework and deconstruct the ELD standards.</b></p> <p><b>Next steps are to provide professional development to teachers on how to use the ELD standards to support accessing the core curriculum, in addition to using language targets across the disciplines. Identify a PD plan to incorporate technology to support and augment instruction.</b></p>	<p>\$0 - LCFF - included in goal 1, action 4 professional development</p>	<p>\$0 - LCFF - included in goal 1, action 4 professional development</p>

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>Escuela Popular has partnered with an online institution of higher education to provide pre-service preparations to pre-service instructors. The job</b></p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - goal 1, action 2 part of certificated teacher salaries</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - goal 1, action 2 part of certificated teacher salaries</p>

**embedded PD is differentiated and offers pedagogical approaches and understanding of frameworks.**

## 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 the Tk-8, teachers became familiarized with the adopted resources which are aligned to 21st Century Skills. For 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
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2018-19</b> 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.
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2018-19</b> 100% of instructional leaders will attend professional development session offered by the school.	100% of all Instructional Leaders attended professional development offered to them.
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2018-19</b> 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.
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2018-19</b> 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 .

<b>TEN Feedback Loop Survey</b>	<b>2018-19</b> Earn a 8.5 overall rating on the TEN Feedback Loop.	Overall Score for 9-12th grade of 9.2.  Overall Score for TK 8 <sup>th</sup> grade of 8.2.
<b>Power School</b>	<b>2018-19</b> Increase number of continuously enrolled/long-term students to 80%	AFLC TK 8 <sup>th</sup> had 77% of continuously enrolled/long-term students.  AFLC 9-12th grade had 38% of continuously enrolled/long-term students.
<b>NWEA MAP Assessment</b>	<b>2018-19</b> 50% of DL students and 60% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).	40% of DL students and 60% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).
<b>NWEA MAP Assessment</b>	<b>2018-19</b> 55% of DL students and 55% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	38% of DL students and 48% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).

## 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>The school restructured the organization of the leadership to have Instructional Leaders as opposed to principals who work directly with Teachers. During truancy situations, Deans and Registrars are directly involved in the process.</p> <p>When a student is absent, the Registrar makes phone calls to identify the reason for absence. When a student has 3 or more unexcused absences, the truancy process begins with a letter to parents. Truancy process continues with Deans and the truancy intervention with parent and student involved, which includes parent conference and home visits.</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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>All participants registered via Google Docs, 120 parents participated in the conference.</p>	<p>\$0 - See goal 1, action 1</p>	<p>\$0 - See goal 1, action 1</p>

Location: All Schools			
Monitor and track number of participants in Escuela Populares Parent Conference to support parenting students			

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Support services have continued in all areas to increase student retention and attendance.</p> <p>Monthly transportation passes are purchased and distributed to students in DL and HS programs.</p> <p>Childcare continues to be an important and successful program that maintains retention of students, as well as attract new students.</p>	<p>\$146,775 - LCFF - 5000-5999 Services and Other Operating Expenses - 5821 Boys &amp; Girls Club</p>	<p>\$146,775 - LCFF - 5000-5999 Services and Other Operating Expenses - 5821 Boys &amp; Girls Club</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Offer professional development of culturally and linguistically relevant instructional practices with an emphasis on immigrant students</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 a bilingual family learning center environment that provides educational services from pre-school to adults. The instructional program is designed to support bilingual, immigrant families.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 1, action 4, professional development</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Included in goal 1, action 4, professional development</p>
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## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Teachers have been providing informal morning and afterschool tutoring based on student needs.</p> <p>Our afterschool program (Boys and Girls Club) also provides support with homework completion to our K-8 grade students.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 3, action 3 boys &amp; girls club</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in goal 3, action 3 boys &amp; girls club</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 services we currently provide are:</p> <ul style="list-style-type: none"> <li>• In collaboration with local immigration attorneys, we provide referrals and assistance to students on immigration related matters.</li> <li>• Based on student and community needs, we have established collaboration with local community based organizations, such as: Santa Clara County Medical Mobile Van, Alum Rock Counseling services, Momentum for mental health services, Mayor's Gang Task Force, University of California, Vision to Learn, Movimiento, the City of San Jose, and more.</li> </ul>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 marketing &amp; student recruiting; 5877 Student activities</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 marketing &amp; strategy recruiting; 5877 Student activities</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as</b></p>		<p>\$0 - no direct cost</p>	<p>\$0 - no direct cost</p>

<p><b>contributing to meeting Increased or Improved Services Requirement</b></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>During new student orientation the Sanctuary policy is shared as well as the school's website.</p>		
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### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, Seal of Biliteracy, etc.</p>	<p>Deans have implemented Perfect Attendance, Honor Roll, Language Development and other academic awards assemblies on a quarterly basis.</p>	<p>\$0 - No direct cost</p>	<p>\$0 - no direct cost</p>

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>We have approx of 150 Chrome books</p>	<p>\$0 - No direct cost</p>	<p>\$0 - no direct cost</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>school wide. Chrome book carts check out system is in place so teachers have access and carts are delivered when requested.</p> <p>Our school wide internet has been updated to provide an optimum connection for all students and staff.</p>		
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**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>To promote healthy life styles, health classes are provided to parents and students in areas like nutrition and exercise.</p> <p>To increase parent and student engagement, we facilitate family nights, spirit days, opening ceremonies, special events, drug and alcohol prevention, and college preparation.</p> <p>Conflict resolution using restorative justice framework is being used to create a community environment to foster our school wide expected learning outcomes (RISE: Respectful, Intelligent, Sound healthy, and Effective bilingual &amp; illiterate).</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - 5877 Student Activities; 5821 Boys &amp; Girls Club</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - 5877 Student Activities; 5821 Boys &amp; Girls Club</p>

We practice and role model an innovative Energy Boost with students, teachers, and parents which promotes vitality.

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Currently our communication plan includes; emails, in person meetings, OneCallNow automated phone system, phone calls, two radios, whole school meetings, department meetings, cluster meetings, sub-committees, task force meetings.</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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Academic Counselor Calendar is shared and posted in classrooms. The academic counseling department sends email to communicate upcoming events and holds</p>	<p>\$98,512 - LCFF - 1000-1999 Certificated Salaries - 1148 SPED teacher salaries</p>	<p>\$82,200 - LCFF - 1000-1999 Certificated Salaries - 1148 SPED teacher salaries</p>

Department to support post-secondary education	planning and informational meetings.		
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### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Academic Counselors continue to extend opportunities for PM students to participate. Arrangement of night time tours are limited.</p>	<p>\$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trip Expenses 5830</p>	<p>\$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trip Expenses 5830</p>

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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,</p>	<p>All courses mentioned are in the process of being written with an anticipated submission date of September 2019.</p>	<p>\$0 - No direct cost</p>	<p>\$0 - No direct cost</p>

Biology, Physical Science,  
Chemistry, Art, and Spanish 2,  
Integrated Math 2 and 3

### Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>The Academic Counselors maintain a database of juniors and seniors to follow their progress towards college enrollment.</p> <p>EP alumni participates in our annual College and Career Days to demonstrate their success as EP alumni and to inspire students on to higher education.</p>	<p>\$0 - no direct cost</p>	<p>\$0 - no direct cost</p>

### Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Career Day and College Day are annual events that are coordinated by our</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in field trip expenses, goal 3, action 13</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - included in field trip expenses, goal 3, action 13</p>

Academic Counselors but due to a staffing needs, the PM Career and College Day did not take place.

### Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Most of the tracking of graduates is informal via alumni visits and active participation in College Day. We are still exploring how to evaluate our programs success via alumni tracking.</p>	<p>\$0 - no direct cost</p>	<p>\$0 - no direct cost</p>

### Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses - student transportation; reduction of school bus contract and replacement with ticket vouchers</p>	<p>\$17,300 - LCFF - 5000-5999 Services and Other Operating Expenses - 5893 - student transportation; reduction of school bus contract and replacement</p>

Location: All Schools  In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.	Location: All Schools  We maintain a partnership with County of Santa Clara medical van services provided twice a month on campus.		
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### Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>EP staff is bilingual, bicultural by approx 95%. Our People Relations department maintains staff demographics.</p>	\$0 - No direct cost	\$0 - no direct cost

### Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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</p>	<p>The school is open from 7:30 am -10:30 pm providing educational services from pre-school to adults on one campus in a bilingual setting.</p>	\$0 - No direct cost	\$0 - no direct cost

parents, youth, and children attend school together.

## Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>Create student retention and outreach task force to perform a deep analysis of enrollment and retention data ad make recommendations on how to increase student retention.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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>A recruitment and retention committee was recently created to analyze and implement recruitment initiatives.</p> <p>Our aim is to develop an aligned recruitment and retention protocol to increase student enrollment in all academies.</p> <p>The retention process is focused on a one to one meeting to identify individual student needs and implement support systems that will allow students success.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Included in goal 3, action 6, 5877 &amp; 5851 (student activity &amp; student recruiting &amp; marketing)</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Included in goal 3, action 6, 5877 &amp; 5851 (student activity &amp; student recruiting)</p>

## Analysis

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

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

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 it's 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, parents, 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  
Families: 51  
Teachers: 29

## 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 80%	Increase number of continuously enrolled/long-term students to 85%

Course Descriptions	Lack of performance task 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	Five high school seniors		Increase number of graduates to 10	Increase number of seniors to 15
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	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; no direct cost	5000-5999 Services and Other Operating Expenses; no direct cost

## 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	\$938,967	\$938,967
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

### 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

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.

**2018-19**

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

New Action

Design rubrics for selected

**2019-20**

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

Unchanged Action

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; included in goal 1, action 2 total	1000-1999 Certificated Salaries; included in goal 1, action 2 total

## 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	\$32,000	\$32,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; 5863 Professional development	5000-5999 Services and Other Operating Expenses; 5863 Professional development

## 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	; 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	\$125,000	\$35,000	\$36,000

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

## 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	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; included in Goal 1, action 6 5878/5881 student assessment & information system	5000-5999 Services and Other Operating Expenses; included in Goal 1, action 6 5878/5881 student assessment & information system

## 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	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; Accounted for in goal 1, action 6 5878/5881	5000-5999 Services and Other Operating Expenses; Accounted for in goal 1, action 6 5878/5881

## 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
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**2018-19**

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

New Action
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**2019-20**

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

Unchanged Action
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--

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	LCFF	LCFF	LCFF

Budget  
Reference

1000-1999 Certificated Salaries;  
accounted for in goal 1, action 2

5000-5999 Services and Other Operating  
Expenses;  
accounted for in goal 1, action 6

5000-5999 Services and Other Operating  
Expenses;  
accounted for in 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
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--

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	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; included in action 1 of goal 1, professional development costs	5000-5999 Services and Other Operating Expenses; included in action 1 of goal 1, professional development costs, as well as action 6, student assessment/information system	5000-5999 Services and Other Operating Expenses; included in action 1 of goal 1, professional development costs, as well as action 6, student assessment/information system

## 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:

Action
--------

**2018-19**

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

New Action
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**2019-20**

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

Unchanged Action
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--

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	LCFF	LCFF	LCFF

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:

Action

**2018-19**

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

New Action
Teachers utilize and consistently update the PowerTeacher gradebook

**2019-20**

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

Unchanged Action
Teachers utilize and consistently update the PowerTeacher gradebook

### Budgeted Expenditures

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

Budget  
Reference

;  
no direct cost

;  
no direct cost

;  
no direct cost

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	32% of DL students and 49% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).	40% of DL students and 49% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).	50% of DL students and 60% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).	55% of DL students and 65% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).
	38% of DL students and 47% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	43% of DL students and 52% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	55% of DL students and 55% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	60% of DL students and 60% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).
NWEA Map Assessment	60% of DL and 61% of under 19 students showed a positive growth on their Fall to Spring Lexile score.	60% of DL and 61% of under 19 students showed a positive growth on their Fall to Spring Lexile score.	74% of DL and 55% of under 19 students showed a positive growth on their Fall to Spring Lexile score.	80% of DL and 60% of under 19 students showed a positive growth on their Fall to Spring Lexile score.
SBAC Assessment	30% of 5th graders are meeting or exceeding standard in ELA and 4% in Math based on SBAC		40% of 5th graders are meeting or exceeding standard in ELA and 20% in Math based on SBAC	50% of 5th graders are meeting or exceeding standard in ELA and 40% in Math based on SBAC

# 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		LCFF	LCFF
Budget Reference	; No direct cost	1000-1999 Certificated Salaries; included in goal 1, action 2 certificated teacher	1000-1999 Certificated Salaries; included in goal 1, action 2 certificated teacher

## 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		LCFF	LCFF
Budget Reference	; No direct cost	1000-1999 Certificated Salaries; included in goal 1, action 2 certificated teacher	1000-1999 Certificated Salaries; included in goal 1, action 2 certificated teacher

### 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		LCFF	LCFF
Budget Reference	; No direct cost	; included in goal 1, action 2 certificated teacher salaries	; included in goal 1, action 2 certificated teacher salaries

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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	; No direct cost	; No direct cost

## 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	\$16,500	\$17,000

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)

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

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:

New 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:

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	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	4000-4999 Books and Supplies; included in goal 2, action 6 instructional materials	4000-4999 Books and Supplies; included in goal 2, action 6 instructional materials

## 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	\$176,791	\$176,791
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	2000-2999 Classified Salaries; Classified instructors 2103	2000-2999 Classified Salaries; Classified instructors 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		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4 PD	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4 PD

## 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	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4 professional development	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4 professional development

## 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	LCFF	LCFF	LCFF
Budget Reference	; included in goal 1, action 1 professional development	; included in goal 1, action 4 professional development	; included in goal 1, action 4 professional development

## 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	LCFF	LCFF	LCFF
Budget Reference	; goal 1, action 2	1000-1999 Certificated Salaries; goal 1, action 2 part of certificated teacher salaries	1000-1999 Certificated Salaries; goal 1, action 2 part of certificated teacher salaries

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 80%	Increase number of continuously enrolled/long-term students to 85%
NWEA MAP Assessment	See Goal 2		50% of DL students and 60% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).	55% of DL students and 65% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	See Goal 2		55% of DL students and 55% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).	60% of DL students and 60% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).

# 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:

Evaluate and select resources for adoption in each grade level and discipline.

**2018-19**

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

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

**2019-20**

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

Monitor and track number of participants in Escuela Popular's Parent Conference to support parenting students

## 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	\$146,775	\$151,178
Source		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; 5821 Boys & Girls Club	5000-5999 Services and Other Operating Expenses; 5821 Boys & Girls Club

## 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		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4, professional development	5000-5999 Services and Other Operating Expenses; included in goal 1, action 4, professional development

## 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; included in goal 3, action 3 boys & girls club	5000-5999 Services and Other Operating Expenses; included in goal 3, action 3 boys & girls club

## 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	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5851 marketing & student recruiting; 5877 Student activities	5000-5999 Services and Other Operating Expenses; 5851 marketing & student recruiting; 5877 Student activities

## 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	\$0	\$0

Source		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; 5877 Student Activities; 5821 Boys & Girls Club	5000-5999 Services and Other Operating Expenses; 5877 Student Activities; 5821 Boys & Girls Club

## 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	\$98,512	\$97,112
Source		LCFF	LCFF
Budget Reference	; No direct cost	1000-1999 Certificated Salaries; 1148 SPED teacher salaries	1000-1999 Certificated Salaries; 1148 SPED teacher salaries

### 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	\$7,500	\$7,800
Source		LCFF	LCFF
Budget Reference	; No direct cost	5000-5999 Services and Other Operating Expenses; Field Trip Expenses 5830	5000-5999 Services and Other Operating Expenses; Field Trip 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	\$0	\$0

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

## 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	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; included in field trip expenses, goal 3, action 13	5000-5999 Services and Other Operating Expenses; included in field trip expenses, goal 3, action 13

## 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)

**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 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:

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:

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	; no direct cost	; no direct cost

## 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	\$11,000	\$11,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; student transportation; reduction of school bus contract and replacement with ticket vouchers	5000-5999 Services and Other Operating Expenses; student transportation; reduction of school bus contract and replacement with ticket vouchers

## 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:

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.

**2018-19**

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

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.

**2019-20**

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

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.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$15,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; Included in goal 3, action 6, 5877 & 5851 (student activity & student recruiting & marketing)	5000-5999 Services and Other Operating Expenses; Included in goal 3, action 6, 5877 & 5851 (student activity & student recruiting & marketing)

# 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:

\$575,863

15.80%

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

One or more of the Action/Services for this plan do not have the "Is this Action/Service included as contributing to meeting the Increased or Improved Services Requirement?" question answered, and have expenditures with a funding source of "LCFF". As a result, these expenditures cannot be assigned to the proper LCFF sub-category. The affected budget entries are highlighted below.

Please edit the following Action/Services:

Goal 1, Action/Service 10

Goal 1, Action/Service 9

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,489,045	\$1,406,453	\$1,493,848
1000-1999 Certificated Salaries	1,037,479	966,672	1,036,079
2000-2999 Classified Salaries	176,791	176,791	176,791
4000-4999 Books and Supplies	16,500	16,493	17,000
5000-5999 Services and Other Operating Expenses	258,275	246,497	263,978

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,489,045	\$1,406,453	\$1,493,848
LCFF	0	0	0
LCFF S & C/Contributing to Increased or Improved Services	1,489,045	1,406,453	1,493,848

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update	2018 Annual Update	2019

		Budgeted	Estimated Actual	
All Budget Categories	All Funding Sources	\$1,489,045	\$1,406,453	\$1,493,848
1000-1999 Certificated Salaries	LCFF	0	0	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,037,479	966,672	1,036,079
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	176,791	176,791	176,791
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	16,500	16,493	17,000
5000-5999 Services and Other Operating Expenses	LCFF	0	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	258,275	246,497	263,978

#### 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	\$1,006,967
LCFF	0
LCFF S & C/Contributing to Increased or Improved Services	1,006,967

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	\$204,791
LCFF S & C/Contributing to Increased or Improved Services	204,791

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

All Funding Sources	\$282,090
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Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

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	\$1,005,967	\$931,395
LCFF	0	0
LCFF S & C/Contributing to Increased or Improved Services	1,005,967	931,395

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	\$204,291	\$206,283
LCFF S & C/Contributing to Increased or Improved Services	204,291	206,283

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

All Funding Sources	\$278,787	\$268,775
LCFF S & C/Contributing to Increased or Improved Services	278,787	268,775