

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Escuela Popular/Center for Training and  
Careers, Family Learning

Contact Name and Title

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# 2017-20 Plan Summary

## The Story

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

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

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

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

Our students are:

- Recent immigrants for whom the US school experience is new and intimidating.
- 90% are Latino
- Some students have had limited or interrupted cycle of education.
- Their primary language is Spanish
- Students who found it difficult to be successful in large comprehensive high schools.
- Working youth who have part-time or full-time employment while attending school
- 89% of students under the age of 18 who are eligible and participate in 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 align our recently updated WASC School Action Plan and Charter Petition with our 2018-19 LCAP to develop three newly aligned goals for the next three years to improve outcomes for all students.

- 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.
- 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.
- GOAL 3: *Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.*

## 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

- 6% increase in number of 3-8th students who met their NWEA growth target
- 69% of 3-8th graders improved their Lexile score from Fall -Spring and 49% of 9-12 graders
- Steady increase in the school-average Lexile score from 2015-2018 in 3rd-8th Grade
- 11% increase in students meeting the CELDT AMOA
- 2 RiT point increase between Fall 2017 and Spring 2018 on the M.A.P Reading test in 9-12th
- 6 RiT point increase between Fall 2017 and Spring 2018 on the M.A.P. Reading test in 3-8th

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

### Greatest Needs

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

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

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

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

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

**Performance Gaps**

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

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved Services**

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

- 2nd year of implementation of Adelante Benchmark curriculum for TK-8th Grade, to align SLA, ELA, Science, and Social Studies.
- Continued use of NEWSLEA for 9-12th Grade to support in reading specific to individual student Lexile levels
- Provide an instructional coach to every teacher to increase face-time and access to instructional coaches to improve and enhance teachers' instruction practices
- Continue to provide a Student Resource Advocate to meet student needs in the areas of immigration, housing, and other related matters.
- Access to a Bilingual Family Learning Center in one location to all family members preschool to adults.

**Budget Summary**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,389,288
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,004,864

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

Total Projected LCFF Revenues for LCAP Year	\$6,491,207
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# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

Expected		Actual
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> 90% of teachers attend professional development sessions offered by school.	90% of teachers participated in professional development sessions offered by the school
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> 75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD approach to teaching.	50% of instructional leaders supported teachers in developing lessons on UBD approach to teaching
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> 75% of teachers will be proficient in developing lessons using UbD approach to teaching.	40% of teachers are proficient in developing lessons using the UbD approach
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> Overall school TEN feedback loop of 8.0 or better.	Overall rating of 9.0 on TEN feedback loop
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> 100% of students will complete the TEN feedback loop for teachers.	80% of students completed the TEN feedback loop for teachers
<b>Professional Development</b> <b>Calendar Professional</b> <b>Development Sign-in Sheets TEN</b> <b>Teaching Excellence Network</b> <b>NWEA MAP assessment</b>	<b>2017-18</b> 69% of Core Courses will be A-G Approved.	40% of core courses are A-G approved

<p><b>NWEA MAP</b></p>	<p><b>2017-18</b>          At least 60% of students will meet their annual growth targets, as established by Measures of Academic Progress (MAP).</p>	<p>Percentage of students who met growth target in Math was: 9-12th 56%          Percentage of students met growth target in Reading was: 9-12th 43%</p>
<p><b>NWEA MAP</b></p>	<p><b>2017-18</b>          60% of over 19 students showed a positive growth on their Fall to Spring Lexile score.</p>	<p>52% of students showed a positive growth on their Fall to Spring Lexile score.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><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 teacher learning communities (TLCs) and professional learning communities (PLCs) to improve teaching and learning through formative assessments.</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>In 2017-2018, teachers meet weekly for professional development. Meetings consist of either Academy Meetings, PLCs, department time, and cluster time.</p> <p>Each PLC meets twice a month with an allocation of 75 mins each session. Our teacher leaders facilitate the groups. In Fall 2017 we re-surveyed our entire school community (parents, staff, students) to identify 12 TEN new school-wide priorities. Teachers in PLC groups completed an individual growth plan based on the 12 new priorities. Each PLC group completed a full circuit of PD based on one of these school-wide priorities; the TK-8th grade focus was in the areas of Spanish Science and History as well as ELD.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$41,000	5863 Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$36,169

### 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>School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical</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>In the 2017-2018 school year, the TK-8th grade had PD in the areas of ELD,</p>	1000-1999 Certificated Salaries - LCFF: \$10,000	1100 cert. teacher salaries - 1000-1999 Certificated Salaries - LCFF: \$525,560

<p>content practices.</p>	<p>Adelante (new Curriculum), and Special Education best practices. Teachers also took part in the CBEST preparation classes were offered by select certificated Escuela Popular teachers to help aspiring pre-service staff prepare for the spring and summer administrations of the CBEST exam.</p> <p>In the 2017-2018 school year, Escuela Popular High School offered two sessions of Reading Foundational Skills with a focus on: English Language Development (ELD) standards and explain the shifts of the Common Core Era. During these sessions teachers unpacked two standards Part I Standard 1: Collaborative conversations and Part II Standard 4: Expanding noun phrases) and learned the use for assessment and instruction in both English and Spanish. In addition, teachers planned for how to incorporate integrated ELD and designated ELD instruction.</p> <p>Additionally, a group of ESL teachers attended the California Association of Teachers of English to Speakers of Other Languages Annual Conference (CATESOL). Teachers had the opportunity to attend workshops and presentations on teaching techniques and current research. This year the emphasis was on 21st century teaching and learning. High School Teachers participated in a two-day workshop at California State University, Monterey Bay on Fostering Multicultural Literacy in Diverse communities with the focus on engaging English Language Learners.</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>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School will provide professional development and coach teachers to</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Core math teachers collaborated on aligning their Integrated Math I and 2 lessons and units (formerly Algebra and</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$41,000</p>	<p>See goal 1, action 1: \$0</p>

<p>design lessons using Understanding By Design with a focus on ELD and Math Common Core Standards.</p>	<p>Geometry) with the Math Common Core standards.</p> <p>English Language Development instructors and principal met to read, discuss and reflect on Chapters 1 through 7 of the English Language Arts/ English Language Development Framework. We are utilizing the Understanding by Design approach as we unpack all of the 9th- 12th grade English Language Development standards.</p> <p>High school academy principals provided coaching to teachers in one-on-one sessions during the third quarter as they reviewed lessons submitted for formal observations. Additionally, Induction coaches worked on two inquiry cycles where teachers developed UBD units.</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>School will designate prep time for teachers of all grades to plan collaboratively during the school day.</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 schedules eight hours of collaborative meeting time every Wednesday. In a typical month, teachers receive:</p> <ul style="list-style-type: none"> <li>• 60 minutes for department collaboration</li> <li>• 180 minutes for PLCs,</li> <li>• 60 minutes for peer collaboration,</li> <li>• 60 minutes for cluster collaboration, and</li> <li>• 60 minutes for Academy collaboration.</li> </ul> <p>In the fall of 2017-2018 school-year, the high school staff had the task of writing their self-study ahead of our spring WASC visit. Approximately half of our</p>	<p>1000-1999 Certificated Salaries - LCFF: \$161,000</p>	<p>See goal 1, action 2 - 1000-1999 Certificated Salaries - LCFF: \$0</p>

	<p>Wednesday meeting collaborative times were used during first semester to work in self-study WASC teams to gather and analyze evidence and write self-study chapters.</p> <p>At the TK-8th teachers receive additional prep time during the school day:</p> <ul style="list-style-type: none"> <li>• TK-K 30 minutes a week,</li> <li>• 1st-2nd -50 minutes a week,</li> <li>• 3rd-5th- 100 minutes a week, and</li> <li>• 6th-8th- 150 minutes a week.</li> </ul>		
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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>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.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>We continue the partnership with the Teaching Excellence Network. In September 2017 we administered a new Priorities Survey which determined a new set of 12 Top Priorities. A Feedback Loop survey was conducted in the Fall 2017, and the school administered a Spring 2018 Feedback Loop. The purpose of the Feedback Loop survey is to receive feedback from the school community during the "Feedback Loop" relative to performance on the 12 Top Priorities.</p> <p>In addition to the TEN feedback loop, all teachers and instructional staff were evaluated and provided feedback in a formal observation cycle in the spring of 2018. This cycle included pre-observation meetings to review lesson plans and provide feedback, a formal observation of the lesson, and a post-observation meeting to review the observation notes.</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</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>School will continue to ensure that all teachers have an assigned instructional mentor.</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>At the start of 2017-2018 school year, the TK-8th grade added an Assistant Principal to support the principal in mentoring teachers. Teachers are grouped in the following categories, where each school administrator informally mentored a group.</p> <ul style="list-style-type: none"> <li>• TK-2nd grade - Spanish Instructional Coach</li> <li>• 3rd-5th grade - Assistant Principal/Lead Teacher</li> <li>• 6th-8th - Principal</li> </ul> <p>All High School principals were assigned as mentors to their designated academy.</p> <p>In addition, teachers in the induction program were assigned an coach. Both assigned coaches received induction training and have received weekly support on developing coaching skills.</p>	<p>2000-2999 Classified Salaries - LCFF: \$125,000</p>	<p>2103 classified instructors - 2000-2999 Classified Salaries - LCFF: \$796,857</p>

**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>School will provide teachers with professional development on how to use</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>After each test administration of the</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$110,000</p>	<p>See goal 1, action 1: \$0</p>

<p>student performance data from NWEA MAP, and teachers will use data to inform instruction.</p>	<p>N.W.E.A. M.A.P. test in Math and Reading, the Assessment Coordinator disseminates the results to teachers. Each teacher is provided a class roster, along with individual student scores. Teachers are now efficient in navigating the N.W.E.A. reports website. Currently, teachers are able to identify students of different Lexile levels within their classes.</p> <p>English teachers continue to provide students with their Lexile scores derived from the N.W.E.A. M.A.P. Reading assessment. Several teachers provide student growth reports exported directly from the N.W.E.A. Reports website and provide instruction that will improve their Lexile scores. Most teachers have incorporated Newsela articles in their curriculum as supplemental and resource materials. Newsela articles are leveled by Lexile scores and the teacher aligns the student with the appropriate article.</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>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>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>As part of professional development in the ESL Department, the application of the Common Core State Standards (CCSS) is in progress. The ESL department has integrated more technology into their curriculum.</p> <p>The Social Studies framework was revised to correlate with the Common Core standards as well as the CA Historical Thinking and Social Studies Analysis Skills, CA Environmental Principles and Concepts, and the CA FAIR Act (mandating inclusion of LGBTQ and disabled people).</p> <p>Teachers have received professional development training on technology from Knowing Technologies (KT). KT training</p>	<p>1000-1999 Certificated Salaries - LCFF: \$30,000</p>	<p>See goal 1, action 2</p>

includes understanding and use of Google Classroom, Newsela, Noredink, Flipgrid, Kahoot, etc.

## Analysis

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

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

Resources were focused on providing teachers with embedded professional development opportunities and time within their instructional day to plan with peers.

NWEA MAP student performance data was made more readily available to teachers to inform their instruction.

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

Increased participation in teacher professional development. We also saw an increase in percentage of students meeting their NWEA growth target, and Lexile growth from Fall to Spring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences to the 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 goal was re-written to align to our WASC Schoolwide Action Plan and new priorities.

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

Expected	Actual
<b>PowerSchool Student Information2017-18</b> <b>System TEN Teaching Excellence</b> Process developed for tracking <b>Network NWEA MAP assessment</b> academic referrals.	SIS PoweSchool is used to track incidents which have occurred
<b>PowerSchool Student Information2017-18</b> <b>System TEN Teaching Excellence</b> The ratio of credits earned to credits <b>Network NWEA MAP assessment</b> attempted increases from base year.	Students earned 73% of credits attempted
<b>PowerSchool Student Information2017-18</b> <b>System TEN Teaching Excellence</b> Overall school TEN feedback loop <b>Network NWEA MAP assessment</b> score of 8.0 or better.	Overall rating of 9.0 on TEN feedback loop
<b>PowerSchool Student Information2017-18</b> <b>System TEN Teaching Excellence</b> 100% of students complete <b>Network NWEA MAP assessment</b> feedback loop for teachers.	80% of students completed the feedback loop for teachers
<b>PowerSchool Student Information2017-18</b> <b>System TEN Teaching Excellence</b> Increase number of continuously <b>Network NWEA MAP assessment</b> enrolled/long-term students (10% increase).	9-12th grade dropped 3% in enrollment from previous year

## Actions / Services

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

### 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><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 access to attendance spreadsheet and meet with students to discuss attendance concerns. In addition, letters are sent home to inform of truancy, prompting families to visit the school to discuss attendance. Teachers work with students to set goals around attendance and monitor students success in completing goals.</p> <p>The CTC principal meets with individual teachers to identify students with academic concerns and address the concerns. The Student Data Department makes phone calls to students with noted absences of 3 or more days.</p>	No direct cost: \$0	No direct cost: \$0

### 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>All teachers will be expected to conduct home visits to develop relationships with students and families (TK-8).</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>For the TK-8th grade a few teachers were able to conduct home visits for students with high needs.</p>	No direct cost: \$0	No direct cost: \$0

**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>Expand and support the parent-teacher committee (TK-8).</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>TK-8th grade parent and Teacher Committee (PTC) continued meeting during the school year to plan and support school wide events. Cafecito with the principal was added per parents request to have an open forum for parents to share concerns, and ideas. This year we developed collaborations with SCCOE about the Parent Engagement Program. About 25 parents were trained by SCCOE Parent Trainer Program. 75% of parents that participated, received a certificate of completion for the program Active Parenting, Common Core Workshop Series with the goal of supporting Family and School Partnership</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</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>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 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).</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>Our focus for Family Nights was to increase parent awareness of the importance of bilingual education and parent involvement. Informing parents about our Schools Curriculum, classroom Behavior Management, R.I.S.E.ing Core Values, homework expectations, was the goal. Teachers and parents participated in various workshops with topics such as: EngageNY math strategies, EngageNY</p>	<p>No direct costs: \$0</p>	<p>No direct costs: \$0</p>

	ELA strategies, introduction to Adelante, and how to support children with homework.		
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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>The school hosts an annual parent conference around the theme of supporting children 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>Childcare Academy continues to host an annual event called Casa Abierta. This event is an open house that includes a keynote speaker and a variety of workshops provided by Waldorf mentors and home Child Care Teachers. The goal of this event is to inform participants about the Childcare Academy and to educate them about the different stages of child development. This year attendance was about 75 participants comprised of students, parents and community members.</p> <p>The annual parent conference continues to present new and exciting workshops every year. The intent is to educate parents on the stages of child development and the requirements for children to be successful from TK to university.</p> <p>Attendance to the conference this year was 69 participants and children attending the child care were 70.</p>	4000-4999 Books and Supplies - LCFF: \$2,000	4325 instructional materials - 4000-4999 Books and Supplies - LCFF: \$28,609

**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><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>	5000-5999 Services and Other Operating Expenses - LCFF: \$41,000	See goal 1, action 1

<p>Location: All Schools</p> <p>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.</p>	<p>Location: All Schools</p> <p>Presentation of PBIS was introduced to the staff. A PBIS committee was created with teachers from our 3 cohorts within the TK-8th grades.</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>The TK-8 campus provides a family counselor to provide students and families with on-site counseling for conflict resolution, etc.</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 counselor at TK-8th grade provides family support by doing an intake of family issues and providing referrals to community based organizations. She also follows up with families to ensure the services are adequate to their needs.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$65,000</p>	<p>1148 - 1000-1999 Certificated Salaries - LCFF: \$43,279</p>

**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>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.</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>At the Dual Language, the student/teacher ratio is 19:1.</p> <p>At the High School, we currently have a student/teacher ratio of 17:1.</p>	<p>No direct cost: \$0</p>	

	EP values small class sizes. At any given time, classes can range from 5 to 35 students.		
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**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>The school provides 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>Resources are allotted to continue providing Waldorf-inspired childcare, free of cost, as well as VTA monthly bus passes to provide transportation for students.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$150,000	2925 childcare - 2000-2999 Classified Salaries - LCFF: \$526,612

**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>Ensure implementation 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>This high school academic program is designed for immigrant students who are new to the United States. To meet the students linguistic needs, the high school provides an intensive ELD program. The high school implements culturally relevant practices by ensuring that literature is a mix of multicultural texts with several focusing on the immigrant experience. The textbooks and supplemental reading books were chosen to address the linguistic needs of our immigrant students, with a heavy focus on building vocabulary and scaffolding understanding.</p>	No direct cost: \$0	

	<p>The Dual Language Academy implements a culturally and linguistically relevant education through our 80/20 dual language model. The dual language approach ensures we honor and value our students home language, and use that as an asset in the classroom by bridging students background knowledge and their second language.</p>		
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**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>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>The Dual Language Academy provides support services to excite and motivate students to come to school. We have ongoing community events related to academics, culture, and relationships, as well as, awareness of topics such as immigration, Red Ribbon week. Teachers, parents, and students work together to develop various cultural and enrichment activities such as; monthly family nights, daily and weekly and monthly assemblies, Student Talent Show, Spelling Bee, Reading Marathon, Cesar Chavez Day, Academic Recognition Assemblies, Jaguar Winter performance, Fall Festival, Monthly Jaguar of The Month, Perfect Attendance Awards, Trimester Academic Recognition, Semester Citizenship Recognition and Spirit Days.</p> <p>The CTC and AFLC high school Academies continue to provide a safe space for welcoming educational services for the entire family. Annual events such as Parent Conference, Family BBQ, Winter celebrations, Dia del Nino, Mothers Day, and Family Night.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$11,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$11,000</p>

**Analysis**

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

performance data from the LCFF Evaluation Rubrics, as applicable.

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

Resources were focused on providing principals and teachers with small learning environments. Principals acted as instructional leaders to a smaller cohort of teaching staff by grade levels. Additional resources for students and families were provided such as health, conflict resolution, family engagement and student support services.

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

School provided families and students with a bilingual/bicultural learning environment that used students assets to increase student achievement. Teachers had a low teacher to student ratio in their classrooms of 20 or less. Students achievement increased in meeting their NWEA growth targets and Lexile scores. Attendance rates was consistently above 90%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences to the budged expenditures and estimated actual expenditures.

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

The goal was revised to support academic achievement through a focus on aligned and clearly articulate instructional objectives and expanded relationship building beyond the teacher to include all school staff.

### Goal 3

Systematically align resources and programs to facilitate student learning.

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>2017-18</b> 50% of principal time is spent on instruction.	50% of principal's time was spent working with teachers on instruction
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2017-18</b> 90% of teacher will attend professional development sessions offered by the school.	90% of teachers attended professional development offered by the school
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2017-18</b> 100% of instructional leaders will attend professional development session offered by the school.	90% of instructional leaders attended professional development offered by the school
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2017-18</b> Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.	Communication with students and staff occur on a weekly, monthly and quarterly basis.
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2017-18</b> Evaluation system is consistent.	Annual formal evaluations have been consistent but require update and alignment.
<b>Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</b>	<b>2017-18</b> Resources match current needs.	Resources adequately matched our current needs.

**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>Analysis and alignment of human and financial resources available to increase student achievement.</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 organization is in its first year of restructuring to focus on curriculum alignment and instruction. Resources will be allocated to provide each teacher with an instructional coach in the 2018/2019 school year, based on their years of experience.</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</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>Location: All Schools</p> <p>Evaluate and select resources for adoption in each grade level and discipline.</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>An inventory list of instructional resources and materials used to deliver, assess, and monitor instruction was created.</p> <p>The Tk-8th Grade continues to use and align student outcomes per grade level using the Engage New York and Adelante Benchmark curriculum, which are both aligned to the CCSS in Social Studies, ELA, SLA, Science, and Math.</p> <p>The AFLC principal worked closely with ELD leaders to inform in the</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</p>

	<p>usage of the new series of testing program.</p> <p>The new edition of Side by Side Plus texts for all CTC ESL levels were implemented in the 2017-2018 school year. Focus on speaking, writing, listening and reading activities are included. The text has an e- program integrated for additional English practice, and ideas for the use of technology. A new version for the assessment program is in progress and we have received levels 1 &amp; 2 . We are waiting for level 3 in late May, before the 2018-19 school year starts. The plan is to train the leaders and teachers during summer and pilot the test programs at the same time, in preparation for the 2018-2019 school year.</p> <p>English 1-4 teachers use selected resources as defined by the A-G approved curriculum. Under new department leadership this year, they continue to revise resources as needed to align with ELD and Common Core standards.</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>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Establish student 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>EP is in the process of establishing clear student outcomes by grade level and course. For TK-8th grade we use the Benchmark Adelante Curriculum's common outcomes for each grade in SLA, ELA, Social Studies and Science.</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</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>Alignment of curriculum to student outcomes.</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 curriculum committee comprised of Directors, Instructional Leaders, and Department Heads will work on alignment in the Fall of 2018.</p>	No direct cost: \$0	No direct cost: \$0
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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>Select, develop, and implement for professional development for school leaders 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>An updated plan is being organized during this summer of 2018 to include in the Professional Development plan for the start 2018-2019 school year. This year, leaders were provided one PD session on the iO Insights.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$41,000	See goal 1, action 1

**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>Select, develop, and implement for professional development for school 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>The is in the process of selecting and developing a professional development plan on the use of adopted resources. As part of</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$41,000	See goal 1, action 1

	<p>professional development in the E.S.L. Department, the understanding of the ELD and Common Core State Standards (CCSS) is in progress.</p> <p>New technological resources (e-books, Newsela Pro, Naiku, Google Classroom) have been selected and teachers have used professional development collaborative time to develop and implement them. We have an on-site technology coach from our partner Knowing Technologies who visits our school once every two weeks and gives both formal and informal trainings in these areas.</p> <p>We provide professional development on campus every Wednesday:          professional learning communities          PLCs, department meetings, cluster collaboration, academy meetings, and EP schoolwide meetings. During the Wednesday Professional Development meetings, there is discussion on adopted resources.</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>Coordinate and implement professional growth for classified and certificated staff.</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>Professional development opportunities are available for certificated and classified staff. In PLCs, all teachers develop an individual growth plan related to the twelve school-wide priorities determined by our school community through the TEN (Teaching Excellence Network) survey administered in fall 2017, using their individual feedback on their performance of the 12 priorities based on the Feedback Loop</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$41,000</p>	<p>See goal 1, action 1: \$0</p>

	<p>data. The PLC groups create professional development circuits that focus on one or two of these priorities.</p> <p>Teachers have the opportunity to create self-directed collaborative professional growth through learning clusters. In 2017-2018, teachers have attended collaborative meetings focused on: reading skills, sharing best practices student motivational techniques, effective teaching of core novels, development of Integrated Math 2 curriculum, teaching foundational skills, and implementation of ESL <u>Side by Side</u> e-book.</p> <p>In 2017-2018 Human Resources requires all classified and certificated staff to do training related to school safety: Bloodborne Pathogen Exposure Prevention, Boundary Invasion, Bullying: Recognition &amp; Response, Child Abuse: Mandatory Reporting, Drug Free Workplace, FERPA: Confidentiality of Records, Sexual Harassment: Staff-to-Staff, Sexual Misconduct: Staff-to-Student.</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>Define roles and responsibilities for all positions.</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>We are still in the process of developing roles and responsibilities for all positions.</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</p>

**Action 9**

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>Develop and launch new evaluation 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>We have not made any progress on developing a new evaluation system for certificated or classified staff. We continue to use our current evaluation system of 360 Evaluations and Classroom Observations.</p>	No direct cost: \$0	No direct cost: \$0
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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>Develop and launch professional pathways.</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>Leadership development courses were offered to all staff three times a year, as well as mini retreats. Classified staff is also supported with financial assistance and flexible work hours to assist school to further their education.</p>	No direct cost: \$0	No direct cost: \$0

**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>Implement professional development</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 yearly schedule</p>	No direct cost: \$0	No direct cost: \$0

(PD) matrix.	for the focus of each Wednesday Professional Development Days. In the 2017-2018 school-year, a school-wide focus on the WASC self-study process helped identify our new School-wide Action Plan. This assisted in the creation of a professional development matrix for the 2018-2019 school-year.		
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**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>Define an internal induction program for instructional staff.</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>EP continues to provide an induction program with REACH Institute for School Leadership.</p>	No direct cost: \$0	No direct cost: \$0

**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>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.</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>School continues to administer the CELDT, ELPAC, and SBAC Science as required. The school continues to align efforts to evaluate existing assessment tools and measures for all disciplines. We anticipate to focus on addressing this need during the 2018-2019 school-year.</p> <p>Teacher created assessments for courses were collected to be analyzed.</p>	No direct cost: \$0	No direct cost: \$0

**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>Evaluate Assessments to ensure authentic and relevant measures.</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>In 2017-2018 school-year, summative assessments were gathered to examine their authenticity and relevance. The TK-8th grade is in the process of evaluating assessments to ensure they are authentic and relevant to the curriculum in place.</p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</p>

**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>Select assessment tools aligned to curriculum and student outcomes.</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 continues to assess students using a variety of methods such as chapter final exams for ESL classes and online assessments such as NoRedInk, Newsela, Naiku, Readworks, projects, and presentations.</p> <p>The TK-8th grade continues to assess students using a variety of methods such as mid-module assessments, end of the module assessments, and Adelante benchmarks.</p> <p>Alignment still needs to take place to reduce the amount of different assessment tools.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</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>Establish communication process to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.</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>Escuela Popular uses One Call Now services to disseminate information to families and students. Quarterly letters are sent home to families with information with students quarterly report card.</p> <p>At the high school, daily phone calls are made home to students that are absent. Principals distribute weekly announcements to teachers and staff.</p> <p>At the TK-8th grade, monthly bulletins and calendars are sent home, posted on our community bulletin board, posted outside of the administration office, and placed on our website. Daily phone calls are made home to students that are absent.</p> <p>Over 1,200 likes on schools Facebook page.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>

**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>Provide user-friendly communication</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>One Call Now automated phone call</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>

tools to be used school-wide to communicate with parents, students, school leaders, teachers, board, and community.	platform is used to communicate messages to students and parents. Each academy provides a unique newsletter to communicate with all stakeholders. In the future, Escuela Popular would like to move toward one newsletter that includes a section for each academy.		
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**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>Location: All Schools</p> <p>Design a diagram to communicate the program 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>During the course of the year several planning sessions were held with the Directors to analyze the needs of our community, the current status of our programs, and the type of programing that would be needed in the future.</p> <p>Summaries were created for each program which describe the model and its major components. Additional work will be done to further develop the descriptions of the models and create a framework to illustrate their alignment.</p>	No direct cost: \$0	No direct cost: \$0

**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>Evaluate current schedule and class offerings so that school can provide support to students' needs around literacy.</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>After an evaluation of the master schedule and student needs, the High School Youth Academy offered three levels of English Language Development focused on literacy and geared towards</p>	No direct cost: \$0	No direct cost: \$0

	<p>students Lexile levels. In addition to course offering, Newsela Pro was purchased for high school teachers in all three academies to increase reading within and outside the classroom across the curriculum.</p> <p>The CTC High School extended the course hours for the beginning levels of English as a Second Language, students attended 4 hours of designated English Instruction daily. ReadWorks is primarily used in these levels instead of Newsela Pro to support beginner readers of English.</p> <p>At the Dual Language Academy, The Benchmark Adelante curriculum is in the second year of implementation. Every student is provided a RAZ kids account to as computer based literacy bilingual library.</p>		
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**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>In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.</p>	<p><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>We have continued our partnership with the Santa Clara County Medical Van services. Medical services are offered on campus to students ages 21 and under. The medical van provides on-site services bi-weekly until 3:30 P.M.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$95,000</p>	<p>5893 student transportation - 5000-5999 Services and Other Operating Expenses - LCFF: \$25,114</p>

**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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>No direct cost: \$0</p>	<p>No direct cost: \$0</p>

Students to be Served: English Learners, Foster Youth, Low Income	Students to be Served: English Learners, Foster Youth, Low Income		
Scope of Service: LEA-wide	Scope of Service: LEA-wide		
Location: All Schools	Location: All Schools		
The school provides the student body with bilingual, bicultural staff.	Over 90% of our staff is bilingual and/or bicultural.		

**Action 22**

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 parents, youth, and children attend school together.</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>Our family learning center is organized to support all members of a family to attend school. The four academies (Childcare, Dual Language Elementary , Bilingual High School for youth and adults) operate to support each other by sharing calendars, staff and hours. In 2017/2018 the new two-story and one-story building was under construction and will be ready for our AFLC to move into in August 2018. In 2018/2019 the entire family will be served on one campus.</p>	No direct cost: \$0	No direct cost: \$0

**Action 23**

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</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 student retention and outreach task force were created through our Student Data department, Data was collected regarding enrollment and withdrawal trends.</p>	1000-1999 Certificated Salaries - LCFF: \$15,000	5851 marketing & student recruiting - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,400

student retention.

Based on the data, it was determined that the most impactful strategy for recruitment is student referral, almost 95% of enrollments come from a student referral.

## Analysis

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

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

Resources were focused on providing teachers with embedded professional development opportunities and time within their instructional day to plan with peers.

Student performance data was made more readily available to teachers to inform their instruction.

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

Teachers participated in PLCs and department meetings during the weekly scheduled minimum day to plan and share best practices as well as analyze student performance data. Increased focus on reading strategies increased students Lexile scores across all grade levels. Student achievement increased demonstrating higher Lexile scores and increased number of students meeting their NWEA MAP Math and Reading growth targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences to the 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 goal was revised to focus on systematically aligning all resources to better support student achievement through academic and social and emotional support services.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

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.

#### Engagement Process and Results

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

February 2018 – June 2018

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

Focus groups made up teachers, administrative and support staff met to collect evidence and write findings for the 5 WASC Self Study categories. This data was used to support the alignment and development of new goals for the LCAP and WASC schoolwide action plan.

In May of 2018, the TEN survey was available for students, parents, teachers, and administrators to give feedback on the 12 selected priorities.

Number of participants

Students: 837

Families: 67

Teachers: 36

### 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 select 12 new priorities in the areas of Relationships, Relevance, Responsibility.

Teachers appreciated the opportunity to participate in the interactive process that combined the WASC Self Study and LCAP as it 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.

Highlights of the engagement of stakeholders are the following:

- LCAP goals were re-written to make them more student centered and addressed the TEN new priorities and WASC critical areas of need.
- Three new goals were developed that was derived from the feedback that was received from parents and staff to increase our capacity to align resources to programs that will directly impact student achievement.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

	New Goal
<b>Goal 1</b>	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:

Mobility, social, personal, and economic needs, as well as, separation from parents, being a single head of household, and uncertain immigration status affect the academic performance and retention rate of Escuela Popular students. During the 4-5 year time frame it takes to obtain a high school diploma, students whose studies have been interrupted must not be considered dropouts in the traditional sense, as indicated by their subsequent return to complete their studies to gain a high school diploma. Finding the appropriate measures to capture the growth students make from where they began to how they progress has been extremely challenging. The focus has shifted to engaging students to track their academic progress by providing them direct feedback on their performance on meaningful assessments. Teachers increase the use of meaningful based performance assessments to engage students in complex learning tasks.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool Information System	9th-12th students earned 82% of total credits attempted.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.	The ratio of credits earned to credits attempted increases from base year.
PowerSchool Information System	6% increase in number of long-term students at the TK-8th grade continuously enrolled.	Increase number of continuously enrolled/long-term students (10% increase).	Increase number of continuously enrolled/long-term students to 20%	Increase number of continuously enrolled/long-term students to 23%
Course Descriptions	Lack of performance tasks used to measure established learning goals.		Performance based tasks identified in all courses.	Rubrics designed to evaluate performance based tasks in all courses.
Power School	Sixty four high school seniors		Increase number of seniors to 70	Increase number of seniors to 75
Power School	Limited to no student access to online academic		50% of students will access the online	60% of students will access the online

	achievement tracking system		academic achievement tracking system	academic achievement tracking system
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## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**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:

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

Review and refine student learning goals in all courses.

Review and refine student learning goals in all courses.

### Budgeted Expenditures

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

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

Identify and establish performance based tasks in all courses

**2019-20**

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

Identify and establish performance based tasks in all courses

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$10,000	\$0	\$0
Source	LCFF		
Budget Reference	Certificated Salaries	; See goal 1, action 1	; See goal 1, action 1

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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 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:

Design rubrics for selected

**2019-20**

Select from New Action, Modified Action, or 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	Services and Other Operating Expenses	Certificated Salaries; See goal 1, action 1	Certificated Salaries; See goal 1, action 1

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

Provide professional development to teachers on administering and assessing performance tasks

**2019-20**

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

Provide professional development to teachers on administering and assessing performance tasks

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$161,000	\$37,000	\$38,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Services and Other Operating Expenses; 5863 PD	Services and Other Operating Expenses; 5863 PD

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

Assess PowerTeacher capabilities to house and track selected student learning goals

**2019-20**

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

Assess PowerTeacher capabilities to house and track selected student learning goals

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$125,000	\$71,639	\$73,788
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Services and Other Operating Expenses; 5878 & 5881	Services and Other Operating Expenses; 5878 & 5881

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

Customize and prepare PowerTeacher or selected online tracking system

**2019-20**

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

Customize and prepare PowerTeacher or selected online tracking system

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$110,000	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses	; See goal 1, action 6	; See goal 1, action 6

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

Implement the use of PowerTeacher or the selected online tracking system

**2019-20**

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

Implement the use of PowerTeacher or the selected online tracking system

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Action

**2018-19**

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

New Action
Monitor the use of PowerTeacher or the selected online tracking system

**2019-20**

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

Unchanged Action
Monitor the use of PowerTeacher or the selected online tracking system

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; See goal 1, action 6	; See goal 1, action 6

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; See goal 1, action 6	; See goal 1, action 6

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	New Action	Unchanged Action
	Provide student and families online access PowerTeacher Gradebook	Provide student and families online access PowerTeacher Gradebook

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; See goal 1, action 6	; See goal 1, action 6

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

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

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:**

Due to the varying degree of learning needs the students have, the schools teaching practices, curriculum, and assessment tools need to be aligned to provide a congruent learning progression. An aligned curriculum framework will equip teachers to address student needs and offer support in meaningful learning modalities.

**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 approach to teaching.	75% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD approach to teaching.	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.	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.
Professional Dev. Calendar & Mentor Logs	43% of teachers will be proficient in developing lessons using UbD approach to teaching.	50% of teachers will be proficient in developing lessons using UbD approach to teaching.	75% of teachers will be proficient in developing lessons using UbD approach to teaching.	80% of teachers will be proficient in developing lessons using UbD approach to teaching.
NWEA MAP Assessment	56% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).		60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).	65% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).

NWEA MAP Assessment	43% met their Reading growth target, as established by Measures of Academic Progress (MAP).		48% met their Reading growth target, as established by Measures of Academic Progress (MAP).	53% met their Reading growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	52% students showed a positive growth on their Fall to Spring Lexile score.		60% students showed a positive growth on their Fall to Spring Lexile score.	65% students showed a positive growth on their Fall to Spring Lexile score.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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



**2018-19**

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



**2019-20**

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



### Budgeted Expenditures

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

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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

Expand and support the parent-teacher committee (TK-8).

**2018-19**

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

New Action

Establish student learning outcomes by grade level and course

**2019-20**

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

Unchanged Action

Establish student learning outcomes by grade level and course

**Budgeted Expenditures**

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

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$0	\$0
Source	LCFF		
Budget Reference	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)

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

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:

New Action

Select instructional resources for each specific grade level and discipline

**2019-20**

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

Unchanged Action

Select instructional resources for each specific grade level and discipline

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$29,500	\$30,300
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies; 4325 instructional materials	Books and Supplies; 4325 instructional materials

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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:

New 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:

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

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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

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:

New Action

Coordinate Professional Development opportunities to support new curriculum framework

**2019-20**

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

Unchanged Action

Coordinate Professional Development opportunities to support new curriculum framework

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 1, action 2	; See goal 1, action 2

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,000	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses	; See goal 1, action 2	; See goal 1, action 2

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**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:

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New 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:

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:

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; See goal 1, action 1	; See goal 1, action 1

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

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:**

In the Self-Study, Escuela Popular found that students are leaving school due to numerous factors, including level of academic preparation, wellbeing, and socio-economic circumstances. Addressing these factors is essential in preparing them to reach their college and career readiness goals, starting with staying in school and achieving their high school diploma.

**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	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.

Sign-in Sheets Curriculum Framework				
TEN Feedback Loop Survey	Overall rating 8.5 from the TEN Feedback Loop		Earn a 8.5 overall rating on the TEN Feedback Loop.	Earn a 9.0 overall rating on the TEN Feedback Loop.
Power School			Increase number of continuously enrolled/long-term students to 20%	Increase number of continuously enrolled/long-term students to 23%
NWEA MAP Assessment	56% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).		60% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).	65% of students are meeting their Math growth target, as established by Measures of Academic Progress (MAP).
NWEA MAP Assessment	43% met their Reading growth target, as established by Measures of Academic Progress (MAP).		48% met their Reading growth target, as established by Measures of Academic Progress (MAP).	53% met their Reading growth target, as established by Measures of Academic Progress (MAP).

## 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:

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:

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

**2018-19**

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

New 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:

Unchanged Action
Monitor and track number of participants in Escuela Populares 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	\$471,814	\$471,814
Source		LCFF	LCFF
Budget Reference	; No direct cost	Classified Salaries; 2925 childcare	Classified Salaries; 2925 childcare

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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

Alignment of curriculum to student outcomes.

**2018-19**

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

New Action

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

**2019-20**

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

Unchanged Action

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No direct cost	; See goal 2, action 8	; See goal 2, action 8

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New 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:

New Action
Coordinate a sustainable tutoring program to support academics

**2019-20**

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

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	Services and Other Operating Expenses	Services and Other Operating Expenses; See goal 2, action 6	Services and Other Operating Expenses; See goal 2, action 6

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New 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:

New 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:

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$41,000	\$95,284	\$92,684
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Certificated Salaries; 1148	Certificated Salaries; 1148

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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



**2018-19**

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



**2019-20**

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



**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$41,000	\$0	\$0
Source	LCFF		
Budget Reference	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:

New Action
Define roles and responsibilities for all positions.

**2018-19**

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

New Action
Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, Seal of Biliteracy, etc.

**2019-20**

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

Unchanged Action
Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, Seal of Biliteracy, etc.

**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:

New Action
Develop and launch new evaluation system.

**2018-19**

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

New Action
Students have access to Student Learning Center and technology

**2019-20**

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

Unchanged Action
Students have access to Student Learning Center and technology

**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)

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

Develop and launch professional pathways.

**2018-19**

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

New Action

Provide extracurricular activities to support well-being/self-care

**2019-20**

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

Unchanged Action

Provide extracurricular activities to support well-being/self-care

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$20,315	\$20,925
Source		LCFF	LCFF
Budget Reference	; No direct cost	Services and Other Operating Expenses; 5877 student activities	Services and Other Operating Expenses; 5877 student activities

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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



**2018-19**

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



**2019-20**

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



**Budgeted Expenditures**

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

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action
Define an internal induction program for instructional staff.

**2018-19**

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

New Action
Communicate with staff the projects and timelines used and implemented by the Academic Counseling Department to support post-secondary education

**2019-20**

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

Unchanged Action
Communicate with staff the projects and timelines used and implemented by the Academic Counseling Department to support post-secondary education

**Budgeted Expenditures**

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

**Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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:

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$9,712	\$10,004
Source		LCFF	LCFF
Budget Reference	; No direct cost	Services and Other Operating Expenses; 5830	Services and Other Operating Expenses; 5830

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action
Evaluate Assessments to ensure authentic and relevant measures.

**2018-19**

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

New 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:

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:

New Action
Select assessment tools aligned to curriculum and student outcomes.

**2018-19**

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

New Action
Coordinate EPHS alumni and staff enrolled in colleges to connect with Seniors entering college

**2019-20**

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

Unchanged Action
Coordinate EPHS alumni and staff enrolled in colleges to connect with Seniors entering college

**Budgeted Expenditures**

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

**Action 16**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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 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:

New Action

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

**2019-20**

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

Unchanged Action

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$0	\$0
Source	LCFF		
Budget Reference	Services and Other Operating Expenses	; no direct cost	; no direct cost

**Action 17**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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:

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

**2018-19**

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

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

**2019-20**

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

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

**Budgeted Expenditures**

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

**Action 18**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified 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:

Modified 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:

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$95,000	\$19,500	\$20,085
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 5893	Services and Other Operating Expenses

**Action 19**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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



**2018-19**

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



**2019-20**

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



**Budgeted Expenditures**

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

**Action 20**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Family learning environment where parents, youth, and children attend school together.

**2018-19**

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

Family learning environment where parents, youth, and children attend school together.

**2019-20**

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

Family learning environment where parents, youth, and children attend school together.

**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)

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:

Modified Action

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.

**2018-19**

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

Modified Action

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.

**2019-20**

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

Modified Action

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.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$15,000	\$2,514	\$2,589
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Services and Other Operating Expenses; 5875 student recruiting	Services and Other Operating Expenses; 5875 student recruiting

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,078,079

Percentage to Increase or Improve Services:

16.60%

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

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$531,689

Percentage to Increase or Improve Services:

17.94%

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

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

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

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

## Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$1,026,000	\$2,001,600	\$2,004,864	\$2,007,775
1000-1999 Certificated Salaries	281,000	568,839	621,174	618,574
2000-2999 Classified Salaries	125,000	1,323,469	1,180,510	1,180,510
4000-4999 Books and Supplies	2,000	28,609	29,500	30,300
5000-5999 Services and Other Operating Expenses	618,000	80,683	173,680	178,391

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$1,026,000	\$2,001,600	\$2,004,864	\$2,007,775
LCFF S & C/Contributing to Increased or Improved Services	1,026,000	2,001,600	2,004,864	2,007,775

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$1,026,000	\$2,001,600	\$2,004,864	\$2,007,775
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	281,000	568,839	621,174	618,574
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	125,000	1,323,469	1,180,510	1,180,510
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	2,000	28,609	29,500	30,300
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	618,000	80,683	173,680	178,391

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

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

All Funding Sources	\$634,529	\$637,678
LCFF S & C/Contributing to Increased or Improved Services	634,529	637,678

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

All Funding Sources	\$749,196	\$749,996
LCFF S & C/Contributing to Increased or Improved Services	749,196	749,996

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

All Funding Sources	\$621,139	\$620,101
LCFF S & C/Contributing to Increased or Improved Services	621,139	620,101

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

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

All Funding Sources	\$518,000	\$1,358,586
LCFF S & C/Contributing to Increased or Improved Services	518,000	1,358,586

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

All Funding Sources	\$269,000	\$609,500
LCFF S & C/Contributing to Increased or Improved Services	269,000	609,500

Systematically align resources and programs to facilitate student learning.

All Funding Sources	\$239,000	\$33,514
LCFF S & C/Contributing to Increased or Improved Services	239,000	33,514