

# 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

Celerity Cardinal Charter

Contact Name and Title

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CEO

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# 2017-20 Plan Summary

## THE STORY

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

Celerity Cardinal Charter School operates a high quality school in the historically underserved area of Sun Valley. The mission of Celerity Cardinal Charter School is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we enroll at-risk students from communities in need. The community surrounding Celerity Cardinal Charter School is growing rapidly and is highly impacted. The school opened in September 2011 with 159 students in kindergarten through fifth grade and has grown each year; it currently has 337 students in transitional kindergarten through fifth grade. More than 87.3% of the community's students qualify for the free or reduced lunch program; at least 68.6% of the children are English Learners. The community is mostly Latino (96.8%).

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. Celerity Cardinal Charter School has developed a reputation for high academic standards, experienced and caring staff members, as well as a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement goals. We are proud that our resulting state test scores have consistently outperformed those of neighboring schools, the district, and the state.

### Mission:

The mission of Celerity Cardinal Charter School is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

### Vision:

Celerity Cardinal Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

#### Academic Excellence

Our academic program challenges the intellect and maximizes the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

#### Mutual Respect

Celerity Cardinal Charter School fosters a culture of mutual respect that builds trust and engages students in learning.

#### Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals meet ESSA standards as qualified.

#### Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents serve as catalysts to students' success.

#### Respect and Diversity

Celerity Cardinal Charter School is an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We champion the cause of excellence and equity.

## LCAP HIGHLIGHTS

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

This year's LCAP contains 4 goal areas that address the 8 state priorities. Below are those goals, along with the corresponding measurable outcomes for the goals.

### Goal 1: Students will master the skills of the Common Core State Standards. (State Priorities 1, 2, 3, 4, 7, 8)

Expected Annual Measurable Outcomes for Goal 1:

- By Spring 2018, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments.
- Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.
- All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.
- All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (Goal 1; State Priority 1: Basic)

### Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards. (State Priorities 1, 2, 3, 4, 7, 8)

Expected Annual Measurable Outcomes for Goal 2:

- By Spring 2018, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal

assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

- All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.
- We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.

Goal 3: All students will be taught by qualified teachers. (State Priorities 1, 2, 3, 4, 7, 8)

Expected Annual Measurable Outcomes for Goal 3:

- We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. (State Priorities 1, 5, 6)

Expected Annual Measurable Outcomes for Goal 4:

- By Spring 2018, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.
- By Spring 2018, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.
- By Spring 2018, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.
- By Spring 2018, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.
- By Spring 2018, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.
- By Spring 2018, we will maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool).
- By Spring 2018, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%, as measured by Survey Monkey.

## 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.

There are several areas of progress we are most proud of based on an analysis of the state and local indicators on the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input. We are extremely proud of our low suspension rate, both for "All Students" and all our student groups. This shows as Blue in the Dashboard. Similarly, we met all our outcomes for Goal 4, student climate, such as suspension, expulsion, attendance, and input on input surveys from our parents, students, classified and certificated staff. This is due to a robust positive culture we have created at our school, and the addition of behavioral supports through the COST process, the school psychologist, counselor, and paraprofessionals. We are also proud that in our internal cumulative benchmark compared to last year, our English Learners increased in proficiency in ELA. This is due to SIOP professional development we gave.

### GREATEST PROGRESS

This year we focused particularly on our unduplicated students in the following ways: SIOP professional development for our English Learners, building a positive school culture through a robust COST process for behavioral and academic supports (important for foster youth), and building our students' technological skills (important for socioeconomically disadvantaged students to bridge the technology divide. We see in our data that this has led to improved performance for these students, such as our increase in English Learner test scores, decrease in suspension rates, and increase in usage of computer based programs. These are aspects our stakeholder surveys also mentioned as strengths for the school.

Our plan to maintain these successes is to continue to encourage and motivate students to complete their computer-based programs such as ST Math, provide additional professional development in SIOP, Love and Logic, and Peace Tree, provide character trait lessons to encourage positive behaviors and problem solving strategies, and continue to provide access to computers.

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

The LCFF Evaluation Rubric shows that the English Learner Progress is orange. This was data from two years ago

(2014-2015) when there was a clerical error on our CALPADS reporting. This has been fixed and addressed, and we look forward to this color changing next year. As we have identified English Learners as an area of focus based on review of local performance indicators, we have also implemented more professional development on utilizing the SIOP model, and more training on how to utilize journey's curriculum.

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**

We are proud that we do not have any student group that was two or more performance levels below the "all student" performance." However, we never rest on this, but rather focus on any group that was one level below the "all student" performance. For example, our English group was one level below the "all student" group in the ELA indicator. To address this, we are continuing to increase our professional development for English Learners as mentioned above.

**INCREASED OR IMPROVED SERVICES**

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

1. Provide targeted professional development for these student groups, such as SIOP (Structured Instruction Observation Protocol), training in Designated and Integrated ELD, Love and Logic, and differentiating Common Core standards-based instruction and instructional strategies.
2. Provide both academic and behavioral intervention as needed to target these student groups, such a small group lessons, Response to Intervention, Love and Logic sessions, counseling sessions, and referral to COST (Coordination of Services Team) for both academic and behavioral concerns. Staff involved in these include teachers, counselors, paraprofessionals, and Interventionists.
3. Curriculum specialists and principals observe teachers and other staff using the above strategies for student groups, and provide feedback on observations using our online tools. Together they analyze regular data for these student groups using our online tools, and use this data to plan next steps. They track student group progress throughout the year.
4. Due to a lack of technology in the homes of low-income students, ensure low-income students have access to computers on campus by purchasing and maintaining computers.

**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

\$2,260,106

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,054,410

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.

The bulk of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP are general education teacher salaries and benefits, and operational items such as utilities costs.

\$2,463,067

Total Projected LCFF Revenues for LCAP Year

# Annual Update LCAP Year Reviewed: 2016-17

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

<b>Goal 1</b>	Goal 1: Students will master the skills of the Common Core State Standards.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

By Spring 2017, all students (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments.	State Measure: (Note: 2016-17 Smarter Balanced results have not yet been released)		
	Cardinal	Smarter Balanced 14-15 (3rd-8th grade) – April 2015	Smarter Balanced 15-16 (3rd-8th grade) – May 2016
	Schoolwide Proficiency	ELA - 52% Math – 54%	ELA-42% Math-54%
	English Learner Proficiency	ELA - 46% Math 44%	ELA-33% Math-12%

Socioeconomically Disadvantaged Proficiency	ELA - 52% Math – 54%	ELA-41% Math-45%
Foster Youth Proficiency	N/A	N/A
Local Measure:		
Cardinal	Cumulative Internal Benchmark 15-16 (3rd-8th grade) – March 2016	Cumulative Internal Benchmark 16-17 (3rd-8th grade) – March 2017
Schoolwide Proficiency	ELA - 26% Math – 39%	ELA-25% Math-39%
English Learner Proficiency	ELA – 10% Math – 22%	ELA-75% Math-15%
Socioeconomically Disadvantaged Proficiency	ELA - 25% Math – 39%	ELA-25% Math-39%
Foster Youth Proficiency	ELA – N/A	ELA – N/A

Math – N/A

Math – N/A

**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.

	<p><b>PLANNED</b></p> <p>A. Professional Development for Teaching All Students          1. Summer PD: Require teachers to attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan. 2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data, receive training on strategies, and share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant subgroups who are not meeting standards. 3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnick's Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program. 4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for Section A. Teachers attended summer training institute, which focused on instructional strategies for teaching the Common Core standards. For English Language Arts, these strategies included Webb's Depths of Knowledge, Reading Fluency, and Guided Reading. For Math, these strategies included Webb's Depths of Knowledge and Math Cross Curricular Activities.</p> <p>Teachers attended professional development throughout the year. At these professional developments, we reviewed the most recent benchmark data, provided training on strategies, shared best practices, and created classroom and individual action plans that targeted subgroups.</p> <p>Weekly professional development was held at the school site, focusing on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program through the use of Performance Tasks and School Wide Writing.</p> <p>Teachers met weekly in grade level meetings facilitated by a Curriculum Specialist. During these meetings they analyzed student work samples, reviewed weekly assessment data, and planned intervention strategies for students in their classes.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Certificated Salaries for Professional Development (optional to put this) - 1000-1999 Certificated Salaries -</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Certificated Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF Base: \$31,081</p>

LCFF Base: \$26,026  
Certificated Administrative Salaries for Professional Development (optional to put this) - 1000-1999 Certificated Salaries - LCFF Base: \$3,364  
Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF Base: \$7,347

Certificated Administrative Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF Base: \$3,232  
Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF Base: \$8,929

Actions/Services

PLANNED

B. Professional Development for Teaching Subgroups  
1. Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with subgroups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their subgroups are able to perform at high levels. 2. Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are continuing to reflect an understanding and implementation of differentiating Common Core State standards for subgroups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to subgroups, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant subgroups who are not meeting standards. 3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for subgroups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnick's Principles of Learning. 4. Grade Level PD: Teachers will regularly examine student subgroup work samples at grade level meetings, to ensure that students from subgroups are mastering grade level standards. Weekly assessment data of students from subgroups will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies differentiated for their subgroup and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth

ACTUAL

All planned actions and services were implemented for Section A. Teachers attended summer training institute, which focused on instructional strategies for teaching the Common Core standards with student groups. For English Language Arts, these strategies included Differentiating Instruction, Guided Reading, Reading Fluency, Reading Response Strategies for Struggling Readers, SIOP, and Journeys ELD Training. For Math, these strategies included Small Group Comprehensive Tools, Differentiating Instruction, and SIOP.

Teachers attended professional development throughout the year. At these professional developments, we reviewed the most recent benchmark data, particularly the performance of student groups such as English Learners, Foster Youth, socioeconomically disadvantaged students, and Students with disabilities. We provided training on strategies, shared best practices, and created classroom and individual action plans that targeted student groups.

Weekly professional development was held at the school site, focusing on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program through the use of Performance Tasks and School Wide Writing.

Teachers met weekly in grade level meetings facilitated by a Curriculum Specialist. During these meetings they analyzed student work samples of their student groups, reviewed weekly assessment data, and planned intervention strategies for student groups in their classes.

	of students.	
Expenditures	<p><b>BUDGETED</b></p> <p>Certificated Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$26,026  Certificated Administrative Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,364  Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF Base: \$7,347</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Certificated Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$31,081  Certificated Administrative Salaries for Professional Development - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,232  Employee Benefits for Professional Development - 3000-3999 Employee Benefits - LCFF S &amp; C: \$8,929</p>
	<p><b>PLANNED</b></p> <p>C. Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; McDougal Littell) will be placed in all classrooms, including replacement of annual consumable materials. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for section C. Textbooks and annual consumable materials were bought as needed that include targeted subgroup lessons.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Curriculum - 4000-4999 Books and Supplies - LCFF Base: \$29,560  Workbooks/consumables - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Curriculum - 4000-4999 Books and Supplies - LCFF Base: \$37,453  Workbooks/consumables - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$30,059</p>
	<p><b>PLANNED</b></p> <p>D. Intervention: Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from sources such as: Study Island, Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. The students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students' needs. The Reading A to Z</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for section D. Teachers used internal benchmark data, curriculum-based assessments, running records, and fluency assessments to identify students in need of small group teaching. They planned specific lessons targeted to these groups and taught them in small groups for intervention. Interventionists and paraprofessionals also taught small group lessons. Access was given before or after school hours for students to complete the computer programs.</p>
Actions/Services		

	<p>Guided Reading Program, as well as ST Math will be used for this. Foster students, EL students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours.</p>	
Expenditures	<p><b>BUDGETED</b></p> <p>Student Instruction and Assessment Tools* Study Island- 5,200 * Reading A to Z- 2,000 * Brain Pop- 1,021 * ST Math/Mind Institute- 3,862 * SchoolNet- 3,400 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$15,483 Highly Qualified Paraprofessionals Salary - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$0 Highly Qualified Paraprofessionals Benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Student Instruction and Assessment Tools* Study Island- 4,517 * Reading A to Z- 1,353 * Brain Pop- 0 * ST Math/Mind Institute- 5,998 * SchoolNet- 3,045 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$14,913 Highly Qualified Paraprofessionals Salary - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$64,727 Highly Qualified Paraprofessionals Benefits - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$5,648</p>
	<p><b>PLANNED</b></p> <p>E. After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts and math assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for section E. The After School Expanded Learning Program operated for the entire year from 2:45-6 Monday-Friday. This program offered homework assistance, academic enrichment, as well as social and physical enrichment to all students, particularly those not meeting grade-level proficiency.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>After School Program - 5000-5999 Services and Other Operating Expenses - After School Education &amp; Safety: \$80,272</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>After School Program - 5000-5999 Services and Other Operating Expenses - After School Education &amp; Safety: \$124,593</p>
Actions/Services	<p><b>PLANNED</b></p> <p>F. Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts and Math with the entire school community. The Councils contribute input on how to improve reading and math instruction and programs.</p>	<p><b>ACTUAL</b></p> <p>All actions and services were implemented for Section F. The Parent Advisory Council, School Site Council, and District English Learner Advisory Council met regularly during the school year. During these meetings, the school shared assessment results and discussed how to improve reading and math instruction and programs.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

	Community Liaison Salary - 2000-2999 Classified Salaries - LCFF S & C: \$25,000 Community Liaison Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,250	Community Liaison Salary - 2000-2999 Classified Salaries - LCFF S & C: \$22,583 Community Liaison Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,741
Actions/Services	<b>PLANNED</b> G. Translation for Parent Involvement: All meetings and materials sent home will be translated for parents of English Learners, both orally and in writing.	<b>ACTUAL</b> All planned actions and services were implemented for Section G. Meetings and materials sent home were translated for parents orally and in writing.
Expenditures	<b>BUDGETED</b> 2000-2999 Classified Salaries - LCFF S & C: \$25,000 3000-3999 Employee Benefits - LCFF S & C: \$6,250	<b>ESTIMATED ACTUAL</b> Community Liaison Salary - 2000-2999 Classified Salaries - LCFF S & C: \$22,583 Community Liaison Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,741
Actions/Services	<b>PLANNED</b> H. Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model. Accommodated assignments may be given to students who are identified with special learning needs.	<b>ACTUAL</b> All planned actions and services were implemented from Section H. Teachers analyzed student performance on a weekly and quarterly basis, based on weekly assessments as well as quarterly Benchmark assessments. Based on those assessments, teachers identified students who needed specific targeted reteach and provided reteach and reassessment lessons. The Resource Teacher also provided supports to those who needed them.
Expenditures	<b>BUDGETED</b> Resource Specialist Salary - 1000-1999 Certificated Salaries - Other State Revenues: \$165,000 Resource Specialist Benefits - 1000-1999 Certificated Salaries - Other State Revenues: \$41,250	<b>ESTIMATED ACTUAL</b> Resource Specialist Salary (repeated in Goal 4 Action D) - 1000-1999 Certificated Salaries - Other State Revenues: \$46,187 (repeated expenditure) Resource Specialist Benefits (repeated in Goal 4 Action D) - 1000-1999 Certificated Salaries - Other State Revenues: \$18,573 (repeated expenditure)
Actions/Services	<b>PLANNED</b> I. Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.	<b>ACTUAL</b> All planned actions and services were implemented for Section I. The network was maintained throughout the year. We upgraded the network equipment to be all Cisco Meraki based equipment. This includes switches, access points, and firewalls. This is newer technology and allows more students to be able to connect to the

		internet at the same time. The firewall was implemented to keep students on task and have content filtering so that they have safe searches and can have unnecessary websites blocked. We have also upgraded to Category 6 and fiber cabling where applicable in order to speed up the transfer of content across the network. All these upgrades have given us the ability to visually monitor network usage and behavior so that we can ensure network is fully functioning.
Expenditures	<b>BUDGETED</b> Network Maintenance - 4000-4999 Books and Supplies - LCFF Base: \$22,313	<b>ESTIMATED ACTUAL</b> Network Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$28,833
	<b>PLANNED</b> J. Technology: Computer Maintenance: Due to lack of technology in the homes of students who come from a low economic household, we will ensure all students from low economic backgrounds have access to computers and headphones. In order to keep the computers operational, we need computer maintenance. The use of computers would also assist with taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks. As well, students would have access to free tutorial programs such as Star Fall to help increase student achievement. Students who do not have access to computers at home are given access to computers before or after school.	<b>ACTUAL</b> All planned actions and services were implemented for Section J. A regularly scheduled maintenance occurred for computers, which included doing constant updates to get full use of the newer technology, as well as updates to help secure the computers. Computers reported as not working properly were also fixed, and headphones were bought for Smarter Balanced testing. 60 new computers were purchased. Students were given access to Star Fall, as well as Brain Pop and Jiji (ST Math).
Expenditures	<b>BUDGETED</b> Computer Maintenance - 4000-4999 Books and Supplies - LCFF S & C: \$1,000	<b>ESTIMATED ACTUAL</b> Computer Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$41,339
	<b>PLANNED</b> K. Conferences and Guest Speakers: In order to increase student achievement, teachers, curriculum specialists, and administration will be sent to conferences or speakers will be brought in that provide effective professional development on teaching students of low economic backgrounds.	<b>ACTUAL</b> Professional Trainers from Pearson's SIOP (Sheltered Instruction Observation Protocol) training were brought in throughout the year to provide professional development. In addition, after staff went to outside conferences and trainings they brought the information back to the team.
Actions/Services		

Expenditures

**BUDGETED**  
Conferences and Guest Speakers - 7000-7499 Other - LCFF S & C: \$0

**ESTIMATED ACTUAL**  
Conferences and Guest Speakers - 6000-6999 Capital Outlay - LCFF S & C: \$0

Actions/Services

**PLANNED**  
L. Counseling: Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST or SST program will occur on an as needed basis.

**ACTUAL**  
All planned actions and services were implemented from Section L. The COST and SST program operated throughout the school year, with counselors providing counseling to students as needed.

Expenditures

**BUDGETED**  
Certificated Salaries to provide counseling services - 1000-1999 Certificated Salaries - Other Federal Funds: \$15,000  
Certificated Employee Benefits to provide counseling services - 3000-3999 Employee Benefits - Other Federal Funds: \$3,750

**ESTIMATED ACTUAL**  
Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) - 1000-1999 Certificated Salaries - Other State Revenues: \$58,217 (repeated expenditure)  
Certificated Employee Benefits to provide counseling services (repeated in Goal 4 Action D) - 3000-3999 Employee Benefits - Other State Revenues: \$12,122 (repeated expenditure)

Actions/Services

**PLANNED**  
M. Workshops and/or Resources for Foster Parents: Celerity will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.

**ACTUAL**  
We held monthly parent meetings for all parents at which we provided training to parents on behavior and academic needs of their children, including social and behavioral challenges.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
: \$0

Actions/Services

**PLANNED**  
N. Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.

**ACTUAL**  
All planned actions and services were implemented for Section N. Teachers continue to track RFEP students weekly on weekly assessments, as well as quarterly on quarterly Benchmark exams.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
: \$0

**Actions/Services**

**PLANNED**

O. Professional Development for English Language Learners: Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

**ACTUAL**

All planned actions and services were implemented for Section O. We brought in professional development for teachers, curriculum specialists, and principals on SIOP in the summer, as well as throughout the year. Additionally, we brought in professional development on coaching teachers on SIOP and observed for SIOP strategies being used in the classrooms.

**Expenditures**

**BUDGETED**

SIOP Training - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$1,500

**ESTIMATED ACTUAL**

SIOP Training (repeated in Goal 2 Action D) - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$1,496 (repeated expenditure)

**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.

We were able to implement all the actions/services we planned to achieve Goal 1. Professional Development was provided to meet the needs of unduplicated pupils, textbooks were purchased, intervention occurred through the form of COST, RTI, counseling, and small group instruction. Paraprofessionals and Interventionists assisted the classroom teacher with this. The Expanded Learning Program operated throughout the year. Computers and the network were maintained. The various parent input groups met throughout the year. We also implemented the actions we sought to expand on last year in our LCAP analysis, namely, developing a procedure for attending outside conferences, expanding the after school program to include specific curricular goals and strategies that align with the day program's curriculum and pacing, purchasing new teacher's editions for the ELA Curriculum that include designated and integrated ELD supports, and enhancing parent meetings to include how parents can support their children instructionally, include English Learners.

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

Our actions/services effectively allowed us to reach our goal. Particularly effective was the following:

- our data analysis system and action plan implementation, both quarterly and weekly
- the use of paraprofessionals and interventionists to provide additional services to unduplicated pupils
- small group instruction in the classroom
- use of tiered intervention, including the COST (Coordination of Services Team) process, and the RTI (Response to Intervention) program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- We purchased additional aspects of our ELA and Math curriculum and consumables. We purchased additional science curriculum to ensure that all classes were equipped with the latest edition.

- We used additional resources after budget to hire paraprofessionals to provide small group instruction and work with unduplicated students. This structure proved to be particularly effective in providing important differentiated instruction and behavioral support.
- Rather than typical network maintenance, we upgraded the network equipment to be all Cisco Meraki based equipment, which includes switches, access points, and firewalls. This is new technology and allows more students to be able to connect to the internet at the same time, which we needed to increase the number of students online at the same time to take online benchmarks and the Smarter Balanced.
- We purchased computers to decrease our student-laptop ratio so that students would be better prepared for the Smarter Balanced testing and so that we would be better able to implement Smarter Balanced testing without taking computers from younger, non-testing grades. This proved to be effective, particularly for our socioeconomically disadvantaged students, who may not have practice with computers at home.

Based on this analysis, analysis of the LCFF Evaluation Rubrics, outcome data and trends from feedback received from stakeholder input, the following changes were made for the 2017-18 LCAP:.

- We added State Priority 3 of “Parental involvement” to Goal 1
- 3 new outcomes and their corresponding metrics were added to Goal 1 to meet state requirements:
  - Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.
  - All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.
  - All students will have access to standards-aligned instructional materials, as measured by proof of purchase.
- Under Actions and services, the following changes were made:
  - Certain language was changed based on stakeholder input:
    - “Subgroups” was changed to “student groups” (based on best practices presented at LCAP Training attended by Leadership Team)
    - “Special Needs students” was changed to “Students with Disabilities” (based on feedback from Pupil Services staff)
    - “EL students” was changed to “English Learners” (based on feedback from stakeholders to be more explicit for those who did not understand the acronym).
  - Certain actions were modified based on data analysis and stakeholder input:
    - Expand professional development on differentiation and rigor/engaging activities (Action 1)
    - To increase effectiveness, increase consistency in implementation of instructional strategies, and develop more systematic accountability and follow up. (Action 2)
    - The online system of Follett was added to the LCAP to better track our textbooks. A system was developed to make sure all textbooks are inventoried annually. (Action 3)
    - Increase professional development from outside expert speakers from their fields (Action 11)

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

## Goal 2

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

By Spring 2017, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

#### ACTUAL

English Learner Reclassification Rate: 17.35%

Percentage of English Learners who progress in English Proficiency (as measured by CELDT): 35%

Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades): 94%

Smarter Balanced and/or Internal Benchmark Results for English Learners: 33% (Smarter Balanced) 7% (Internal Benchmark)

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learner students on interim benchmark tests/State Standardized Tests/CELDT/ELPAC, and to provide training on English Learner supplemental materials such as Reading A-Z materials.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section A. Parent meetings were held and translated monthly and included training for parents on how to support their children's learning as well as management. Parent handbooks were given to parents and were translated. Additionally, parent newsletters with school updates were sent home in English and Spanish. DELAC meetings were held regularly. All meetings and materials were translated.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Classified Salary - 2000-2999 Classified Salaries - LCFF S &amp; C: \$25,000            Classified Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$6,250</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Classified Salary (repeated in Goal 1 Actions F and G) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$45,166 (repeated expenditure)            Classified Benefits (repeated in Goal 1 Actions F and G) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$7,487 (repeated expenditure)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. Extended Learning Opportunities: Extended day academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs. The After School Expanded Learning program contributes towards the success of English Learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Language students. Targeted elements will include ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school programs and activities with opportunities to practice oral English skills, program leader collaboration with day school</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section B. The After School Expanded Learning program operated throughout the year. This program contributed towards the success of English Learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Language students. Targeted elements included ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school programs and activities with opportunities to practice oral English skills, program leader collaboration with day school teachers to stay abreast of student achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in</p>

	<p>teachers to stay abreast of student achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in a least restrictive environment. The school principal and program director will conduct periodic on-site observations to ensure that English Learner students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.</p>	<p>a least restrictive environment. The school principal and program director conducted periodic on-site observations to ensure that English Learner students were being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Expanded Learning Program - 4000-4999 Books and Supplies - After School Education &amp; Safety: \$80,272</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Expanded Learning Program (repeated in Goal 1 Action E) - 5000-5999 Services and Other Operating Expenses - After School Education &amp; Safety: \$124,593 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p> <p>C. Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section C. Portfolios were maintained for each English Learner. Teachers updated ELD portfolios by making note of most current mastery level and by including samples of student work reflecting student progress and/or mastery. Teachers and administrators worked together to disaggregate data after school-wide assessments were administered.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p> <p>: \$0</p>
Actions/Services	<p><b>PLANNED</b></p> <p>D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - transitioning to the new ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum - training in SIOP (Sheltered Instruction Observation Protocol) to help EL students.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section D. Teachers received professional development on a weekly basis on site, as well as fifteen times before and during the year in district wide professional developments. Sessions were held as on ELD pedagogy as well as the new ELD standards. The training timeline was as follows:</p> <p>ELD/SIOP Implementation Timeline 2016-2017</p> <ul style="list-style-type: none"> <li>· SIOP II-Level 4 &amp; 7: August 3-4 (3 schools) &amp;</li> </ul>

	<p>August 9-10 (4 schools) of 2016 (All Day PD)</p> <ul style="list-style-type: none"> <li>o Differentiation</li> <li>o Technology Use</li> <li>o Lesson Planning</li> </ul> <p>· ELA/ELD Journey’s Integration Training: September 2, 2016 (All Day PD)</p> <ul style="list-style-type: none"> <li>o ELD Features of TE</li> <li>o Language &amp; Literacy Guide</li> <li>o Review Conversion of Former to New ELD Standards</li> </ul> <p>· SIOP Level 5: February 10, 2017 (All Day PD)</p> <ul style="list-style-type: none"> <li>o Student Engagement</li> <li>o Pacing</li> </ul> <p>· SIOP Inter-Rater Reliability Training (CS and CSA Leadership Team): January 27 &amp; 30, 2017</p> <ul style="list-style-type: none"> <li>o SIOP Observation Process</li> <li>o Purpose of Observation and Feedback</li> </ul>
<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures

	<p>SIOF Training - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$1,500  Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$1,500</p>	<p>SIOF Training - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$1,496</p>
Actions/Services	<p><b>PLANNED</b></p> <p>E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section E. As part of their lesson planning, teachers identified important and/or challenging vocabulary as well as background knowledge that students need in order to understand content during a lesson. Additionally, teachers were taught how to incorporate explicit ELD objectives into their lesson plans. On an ongoing basis, lesson plans were reviewed and lessons were observed for these objectives. Visual materials and media such as photographs, illustrations, and videos were used to make lessons more accessible to students. After administering internal benchmarks, data is disaggregated by subgroup and teachers created action plans that included instructional "next steps" for different subgroups of students, including English Learners. Strategies targeting varying levels of English Learners were integrated into daily lessons. Teachers also provided targeted instruction through small group instruction.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
Actions/Services	<p><b>PLANNED</b></p> <p>F. Band Level and RFEP: Students will be tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section F. Teachers redesignated and reclassified students based on the criteria given. This was reviewed by school administration and logged into Powerschool.</p>

**Expenditures**

**BUDGETED**  
 Powerschool - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,300

**ESTIMATED ACTUAL**  
 Powerschool - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,872

**Actions/Services**

**PLANNED**  
 G. Intervention: Students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST and SST program are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

**ACTUAL**  
 All planned actions and services were implemented from Section G. The COST and SST program operated throughout the year to provide intervention, as did the after school program.

**Expenditures**

**BUDGETED**

**ESTIMATED ACTUAL**  
 : \$0

**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.

We were able to implement all the actions/services we planned to for Goal 2. Professional Development in SIOP was done with all teaching staff throughout the year, the Expanded Learning Program included English Learner training in their professional development as well, we tracked data for our English Learners and used this to guide our instruction, and we provided intervention as needed.

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

We were also able to implement the areas we planned to expand on for this goal in last year's LCAP, namely: expanding services offered in the Expanded Learning Program to include a targeted plan for English Learners, purchasing and providing professional development on how to implement the designated and integrated ELD supports in the newly purchased Teacher's Editions in the ELA curriculum, and provide training for parents/families in helping their children who are English Learners.

Several parts of our actions/services were particularly effective for Goal 2. In comparison to last year, this year there was a huge increase in the use of language objectives in teacher's lesson plans (a component of SIOP professional development). Teachers consistently tracked their English Learners' data, and used this data to create lessons tailored for the needs of their English Learners.

As a result of this effectiveness, we met our reclassification goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- We included the amount of funds spent on the Expanded Learning Program outside of the ASES grant, which has allowed us to provide targeted instruction to our unduplicated students, and

also provide experiences that students from low income backgrounds typically do not have access to, such as Futuristic Fridays, Robotics, Career Fairs, and Coding.

- We included the full funds for Community Liaison, whose role is to hold and translate parent meetings and workshops in topics such as how to support their children's learning, parenting and other family management skills. They translate these meetings, which are a key to bridging parents and families to students' academic progress and needs.

Based on this analysis, analysis of the LCFF Evaluation Rubrics, outcome data and trends from feedback received from stakeholder input, the following changes were made for the 2017-18 LCAP:

- 2 new outcomes and their corresponding metrics were added to Goal 2 to meet state requirements:
  - All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.
  - We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.
- Under Actions and services, the following modifications were made:
  - Changed language of "English Learner student" to "English Learner" to eliminate redundancy (throughout Actions/Services)
  - Track LTEL data through COST, provide professional development on LTELs. (Action 7)
  - Systematize and increase consistency with accountability and feedback in observations of SIOP and English Learner strategies. (Action 4)
  - Train staff in the ELPAC, in particular the instructional implications of the ELPAC and the connection to the ELD standards. (Action 4)
  - More in depth training with ELD instruction, in particular, Designated ELD. (Action 4)

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

# Goal 3

Goal 3: All students will be taught by highly qualified teachers.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

We will have 100% highly qualified teachers as measured by appropriate credentialing and job assignments.

### ACTUAL

We will have 100% highly qualified teachers as measured by appropriate credentialing and job assignments.

**ACTIONS / SERVICES**

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

Actions/Services	<p><b>PLANNED</b></p> <p>A. Teacher Feedback and Observations: Teachers will be observed on a regular basis through a coaching model by Curriculum Specialists to ensure that multiple, effective instructional strategies are being utilized daily. Instructional modeling will be conducted by the Curriculum Specialist. The Principal will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section A. Curriculum Specialists observed and coached teachers on a regular basis, and observations were documented on My Learning Plan. Principals held formal observations, which consisted of pre- and post-conferences with teachers. These were also recorded on My Learning Plan.</p>
	Expenditures	<p><b>BUDGETED</b></p> <p>My Learning Plan - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,102            Curriculum Specialists' Salaries - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$10,000            Curriculum Specialists' Benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$2,500</p>
Actions/Services		<p><b>PLANNED</b></p> <p>B. Professional Development: Celerity's leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. They will use this data to plan future professional developments. We will also analyze data from highly qualified status' of teachers as well as teacher longevity and experience to plan professional development. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.</p>
	Expenditures	<p><b>BUDGETED</b></p>
Actions/Services		<p><b>PLANNED</b></p> <p>C. Leadership Meetings: The leadership team (led by</p>

	<p>the Principal and including the Curriculum Specialists) will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state Common Core academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate professional development activities, the Director and the Assistant Director of School Services hold administration meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.</p>	<p>from Section C. The leadership team (consisting of the principal, administrator in training, and curriculum specialists) met on a weekly basis to discuss student achievement, teacher observations, and possible topics for teacher professional development. Professional development focused on Common Core standards and strategies to use for helping students achieve with the Common Core. Other topics for professional development included culturally relevant classroom management, improving school climate, and building positive parent-teacher relationships. Additionally, professional development also included RTI and interventions for struggling students. Administration meetings were held at the district office each Tuesday. These were facilitated by the Director of School Services, and included principal, office managers, and community liaisons. The team reviewed items such as calendars, Title I, Special Education, and school-wide activities.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Principal Salary - 1000-1999 Certificated Salaries - LCFF Base: \$100,000 Principal Benefits - 3000-3999 Employee Benefits - LCFF Base: \$25,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Principal Salary - 1000-1999 Certificated Salaries - LCFF Base: \$122,996 Principal Benefits - 3000-3999 Employee Benefits - LCFF Base: \$32,857</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>D. Induction (BTSA) Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.</p>	<p><b>ACTUAL</b></p> <p>The Induction Program (formerly known as the BTSA program) operated throughout the year to ensure our beginning teachers were progressing to clear credentials. The program was monitored at the district level.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Induction Program - 7000-7499 Other - LCFF Base: \$10,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Induction Program - 7000-7499 Other - LCFF Base: \$4,000</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.

All actions/services were implemented for Goal 3. Teachers were observed on a regular basis, interest and needs surveys for professional development were given and analyzed by the principals and curriculum specialists, leadership meetings occurred on a regular basis, and teachers took part in the induction program as needed.

We were also able to implement the areas we planned to expand on for Goal 3 in last year's LCAP, namely: provide more differentiation in professional development for newer teachers, and monitor classroom walks and teacher observations for rigor within Project-Based Learning. Based on these walks, we adjusted the following week's Professional Development to address rigor.

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

We were able to enhance the effectiveness of these actions/services from the year before. We doubled participation in our professional development surveys, both by changing the format of the survey and the manner in which it was given. All teachers who went through the Induction program passed. We increased communication between the content of weekly meetings of Curriculum Specialists, Administrators in Training, and Principals.

The effectiveness of the implementation of these actions and services can be seen in the fact that we met our goal. As we met our goal, we will continue implementing the actions and services we have in place, such as coaching and observing teachers, surveying teachers about their needs and input, and continue the Induction program, as it not only keeps teachers in compliance but also provides much needed support to beginning teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

Based on this analysis, analysis of the LCFF Evaluation Rubrics, outcome data and trends from feedback received from stakeholder input, the following changes were made for the 2017-18 LCAP:

- Removed the word "highly" qualified from the language of the Goal to reflect the change from NCLB to ESSA requirements.
- Under Actions and services, the following changes were made:
  - Increase Curriculum Specialist support for new teachers (Action 1)
  - Increase participation in and effectiveness of surveys by going over big picture purpose of surveys, using surveys in CS goal setting plans, and following up with teachers with how the results were used to plan professional development. (Action 2)

# Goal 4

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

By Spring 2017, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest and Powerschool.

By Spring 2017, our expulsion rate will maintain under 0.5% as measured by Dataquest and Powerschool.

By Spring 2017, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.

By Spring 2017, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool.

By Spring 2017, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.

By Spring 2017, we will maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool).

By Spring 2017, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers.

### ACTUAL

State Measures:		
	Suspension Rate	0%
	Expulsion Rate	0%
	Average Daily Attendance (ADA) Percentage for 16-17:	97.49%
	Chronic Absenteeism Rate	0%
	Middle School Dropout Rate	Maintained at 0% in 2016-2017.
Local Measures:		
	FIT	Good
	Local Surveys	We scored at least 3/5 on 100% of questions asked for certificated, classified,

		students, parents.
		We increased the number of parents/families completing the survey from the year before by 450%

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include Love &amp; Logic and the Celerity Peace Tree. Weekly professional developments for classified staff are held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs are an alternative to suspension.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for Section A. Trainings were provided in house on Love and Logic as well as the Celerity Peace Tree. Weekly classified staff professional developments were held throughout the year.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Classified Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$54,000 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Classified Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$53,089 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$8,772</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for Section B. Parent meetings were held monthly, as were school site council and DELAC meetings. Parents were given teachers' school cell phone numbers, school email addresses, access to Power School.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

	Powerschool - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,300	Powerschool - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,872
Actions/Services	<p><b>PLANNED</b></p> <p>C. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for Section C. Phone calls were made on a daily basis and attendance meetings were held as needed.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$30,000 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$7,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: \$42,876 Classified Employee Benefits - 3000-3999 Employee Benefits - LCFF Base: \$8,881</p>
Actions/Services	<p><b>PLANNED</b></p> <p>D. Behavioral and Academic Intervention: All Celerity students have access to a system of personal support services through the school psychologist, school counselor, and resource specialists. Through the use of our COST (Coordination of Services Team) program and SST (Student Success Team) program, students have readily available access to support services. Foster Youth, EL students, and low socio-economic students have access to COST, SST, and support services on an as needed basis.</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented for Section D. The COST and SST program were implemented throughout the year.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Certificated Salaries - 1000-1999 Certificated Salaries - Other State Revenues: \$275,000 Certificated Employee Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$68,750</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Certificated Salaries - 1000-1999 Certificated Salaries - Other State Revenues: \$179,681 Certificated Employee Benefits - 3000-3999 Employee Benefits - Other State Revenues: \$4,801</p>
Actions/Services	<p><b>PLANNED</b></p> <p>E. Facilities Needs: Celerity will complete repairs and maintenance on the campus so that students continue attending a hazard-free school. Updates will occur as</p>	<p><b>ACTUAL</b></p> <p>All planned actions and services were implemented from Section E. Areas of campus that were in need of repair were repaired, and the school received a score</p>

	needed.	of "Good" on the Facilities Inspection Tool.
<b>Expenditures</b>	<b>BUDGETED</b> Facilities Management - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,286 Facilities Management Benefits - 3000-3999 Employee Benefits - LCFF Base	<b>ESTIMATED ACTUAL</b> Facilities Management Salary - 2000-2999 Classified Salaries - LCFF Base: \$5,883 Facilities Management Benefits - 3000-3999 Employee Benefits - LCFF Base: \$1,402

**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.

We were able to implement the actions/services we described for Goal 4. Parent communication occurred through phone, email, powerschool, and meetings. The COST program operated throughout the year and facilities walkthroughs happened.

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

Particularly effective was the COST (Coordination of Services Team) procedure this year. As a result of this procedure, there was increased communication between the principal, curriculum specialist, administrator in training, resource specialist, school counselor, school psychologist and interventionist regarding Tier 1 intervention students needed. As a result, these interventions were provided in a more structured and systematic way, with more buy in from stakeholders and more students able to be serviced. Positive discipline was achieved through an effective support staff, which included the school counselor and school psychologist going over guidance lessons and de-escalation strategies. This led to a decrease in behavior incidents, due to prevention. Additionally, the addition of Interventionists as part of COST procedure greatly impacted the effectiveness of RTI for students. We increased training in the supervision model of "MUSIC" by training Administrators in Training and yard supervisors in his model, which led to more interaction between adults and students before discipline issues arose, and more effective supervision. Paraprofessionals were also a positive addition of positive behavior supports.

The effectiveness of these Actions/Services can be seen in our outcome data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on this analysis, analysis of the LCFF Evaluation Rubrics, outcome data and trends from feedback received from stakeholder input, the following changes were made for the 2017-18 LCAP:

- We added State Priority 3 (Parental Involvement).
- Under outcomes, the following changes were made:
  - We added the following outcome to address parent input in decision-making, a required metric/outcome of State Priority 3: "The number of parents/families completing the School input survey will increase from the year before by at least 2%, as measured by Survey Monkey." (Outcomes)

changes can be found  
in the LCAP.

- We added the Dashboard/LCFF Evaluation Rubrics to any outcomes applicable (ie. suspension rates, expulsion rates, chronic absenteeism). (Outcomes)
- Under Actions/Services, the following changes were made:
  - We changed the term “EL students” to “English Learners” based on feedback from stakeholders to be more explicit for those who did not understand the acronym. (throughout Actions/Services)
  - We changed the funding type of Facilities Management from a contracted amount to a salaried amount, as we switched these services from an outside vendor to an in house employee. (Action 5)
  - Provided more in-depth training of Love and Logic and the Celerity Peace Tree with all stakeholders, and create a yearlong roll out plan for this (Action 1).
  - Increased focus on Attendance Meetings (Action 3)
  - Behavior Management professional development for older students (Action 4)

# Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Throughout this school year, we involved and met with stakeholders on a regular basis as part of the planning process for this LCAP/Annual Review and Analysis. We used these meetings to analyze our progress towards our goals and review and reflect on the current year plan (Annual Update). At these meetings, stakeholders were presented and discussed progress made toward the goals (based on data from the metrics to that point) and how/if actions and services should be revised based on quantitative and qualitative data. Information was provided and received in English and Spanish. Their input helped formulate the Annual Update and provide quantitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders. These stakeholders included Principals, the Administrative Team (including Office Manager, Community Liaison, and Central Office Staff), Certificated Staff (including Teachers, Curriculum Specialists, Curriculum Specialists/Administrators in Training, Resource Teachers, School Psychologists, and School Counselors), Classified Staff (including Yard Staff, After School Staff, Paraprofessionals, Interventionists, Special Education 1-1 Aids, and Office Clerks), Students (including unduplicated pupils and other numerically significant student groups), Parents (including parents of unduplicated pupils and other numerically significant student groups), and the Celerity Educational Group Board. In particular:

- \* Principals and the leadership team analyzed data for all metrics 6 times a year to present to stakeholders.

- \* CEG Governing Board – At bimonthly regularly scheduled governing board meetings (6 times a year), the board analyzed updates on progress towards LCAP Goals, including: Student achievement based on benchmark and other assessments, English Learner progress and reclassification, data on metrics for student attendance and discipline, facilities updates, and updates on teachers' qualified status. These meetings occurred on: 8/7, 10/2, 12/4, 2/5, 4/2, and 6/4.

- \* Parents – parents were engaged in updates on the school's progress in a variety of ways:

- Monthly Parent Meetings: At monthly parent meetings the school presented and/or gained input on topics such as student achievement based on benchmark and other assessments, student achievement for all student groups, updates on repairs and improvements being made to

- facilities, updates on teacher hiring, parent training on school programs, including technology

- Monthly School Site Council Meetings: The school site council gave parents an opportunity to delve more deeply into analyzing students' academic progress.

- Monthly District English Learner Advisory Council (DELAC) Meetings: DELAC meetings gave parents an opportunity to delve more deeply into analyzing English Learners' progress.

- Monthly Parent Advisory Council (PAC) Meetings: PAC meetings gave parents an opportunity to delve more deeply into issues of school safety, technology, teachers, and curriculum.

- \* Certificated Staff (Teachers, Curriculum Specialists, Administrators in Training, Resource Teachers, Psychologists, Counselors) – After each benchmark exam, certificated across all schools in the district met to analyze student and student data. This was followed by creating action plans, and meeting weekly in the following professional developments: weekly grade level meetings, weekly site based meetings, Principal-CS meetings, weekly CS meetings, regular Pupil Services meetings. Also in professional development, administrators presented on progress towards meeting LCAP goals.

- \* Classified Staff and After School Staff Meetings - At weekly classified staff and after school staff meetings, administrators monitored with staff school safety, student discipline, and campus climate, and set goals to work on. After school also met in professional development bimonthly to monitor progress on student achievement and school climate in the afterschool program.

\* Students – Prior to each benchmark exam, students in all classes collaborated and conferred with their teacher to create personal growth goals based on prior district assessment goals.

#### Trainings:

Starting in February, Celerity informed the community and all stakeholders about the opportunities to provide feedback and input on the LCAP. Stakeholders attended trainings in which an administrator presented a PowerPoint that explained the LCFF, the LCAP, how to read and interpret the eight state priority areas, and how our four goals fall into these priority areas. Meetings were designed to be interactive - stakeholders provided written and/or oral input, through group discussion and online surveys, on what made the biggest positive difference at the school, and supports they needed to achieve the goals. Information was provided and received in English and Spanish. Their input helped formulate the LCAP document and provided quantitative as well as qualitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders.

#### In particular:

- Leadership representatives attended a series of trainings on the LCAP from February-April hosted by LACOE and CSMCI. These trainings included updates to the template, the California Dashboard, and best practices.
- Leadership representatives from the school, including the principal, attended a series of training and planning sessions at Celerity Central Offices. These trainings included:
  - 4/25 Training on the Dashboard – An Overview of the Dashboard and its impact on the LCAP, understanding The California Model, Status and Change, Performance Levels, 5x5 grids, understanding the state indicators (Suspension, English Learner Progress Indicator, Academic Indicator for ELA and for Math), understanding what made up student groups and what data went into the indicators, how the CDE decided on these. Used the Dashboard to update the LCAP Annual Update analysis, Goals Actions and Services (Identified Need), and Plan Summary (Greatest Progress, Greatest Needs, Performance Gaps)
  - (Ongoing) Alignment of LCAP to LEA/SPSA Plan and WASC Action Plan
  - 5/2 Training – Analyzed and summarized Stakeholder survey results. Reviewed Goal 1 Goal, Metric, Outcome, and Actions and Services. Analyzed our overall implementation and effectiveness, and decided if we wanted to make changes for next year.
  - 5/9 Training – Repeated above for Goal 2. Budgeting Process.
  - 5/16 Training – Repeated above for Goal 3 and 4. Meetings with Technology team
- The Administrative Team (Office managers, Community Liaisons, Principals, and Central Office staff) were trained and their input gathered in a training on March 15th. The follow up meeting in which we shared the results of their feedback occurred on May 24th.
- Certificated Staff (Teachers, Curriculum Specialists, Curriculum Specialists/Administrators in Training, Resource Specialists, School Psychologists, and School Counselors) were trained and their input gathered in a meeting on March 26th. The follow up meeting in which we shared the results of their feedback occurred on May 24th.
- Classified Staff (Yard Staff, After School Staff, Office Clerks, Special Education 1-1 Aids, Reading Interventionists, and Paraprofessionals) were trained and their input gathered. The Yard Staff meeting occurred March 17th and the After School Staff meeting occurred March 16th. Paraprofessional training occurred March 16th. The follow up meeting in which we shared the results of Yard Staff feedback occurred on May 29th. The follow up meeting in which we shared the results of After School Staff and Paraprofessional feedback occurred on May 24th.

- Students were trained and their input gathered on March 17th. We made sure to include unduplicated students, numerically significant student groups, and students of different ages. The follow up meeting in which we shared the results of their feedback occurred on May 29th.
- Parents were trained and their input gathered in a training on March 13th. The follow up meeting in which we shared the results of their feedback occurred on May 18th. The public was also notified of the opportunity to attend the meetings to provide input.
- CEG Governing Board received training on the LCAP at each regularly scheduled board meeting (6 times a year).

We have significantly increased our participation rate of stakeholders in this process from last year. The number of stakeholders who participated in this process and took our surveys increased 27% from 2015-16 to 2016-17, a testament to our commitment to involve as many people as possible.

- Board Approval  
LCAP adopted at regularly scheduled governing board meeting on June 4th.
- Availability/Accessibility of LCAP  
Draft goals of LCAP available in the office within the parent information area May 26th.  
Complete LCAP draft available in the office within the parent information area June 1st. Board agenda showing LCAP agenda publicly available 72 hours before board meeting. Translated in English and Spanish.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

After gathering input from all stakeholders, we analyzed this data for trends and used these trends to update our 2016-2017 LCAP Goals, Outcomes, Actions, and Services. These revisions included:

- Changes to Goals
  - We added State Priority 3: Parent Involvement, to Goal 1 and 4
  - We removed the word “highly” qualified from the language of the Goal to reflect the change from NCLB to ESSA requirements.
- Changes to Outcomes and Metrics
  - We added 3 new outcomes and their corresponding metrics to Goal 1 to meet state requirements:
    - Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations. (Priority 2: Implementation of State Standards)
    - All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool. (State Priority 7: Course Access)
    - All students will have access to standards-aligned instructional materials, as measured by proof of purchase. (State Priority 1: Basic)
  - We added 2 new outcomes and their corresponding metrics to Goal 2 to meet state requirements:
    - All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations. (State Priority 2: Implementation of State Standards)
    - We will increase the percentage of parents trained on academic initiatives by providing a minimum of two

- workshops annually, as measured by workshop agendas. (State Priority 3: Parent Involvement; parent participation in programs for UDPs)
- We added the following outcome to Goal 4 to address parent input in decision-making, a required metric/outcome of State Priority 3: “The number of parents/families completing the School input survey will increase from the year before by at least 2%, as measured by Survey Monkey.”
- Changes to Language
  - Certain language was changed based on stakeholder input:
    - “Subgroups” was changed to “student groups” (based on best practices presented at LCAP Training attended by Leadership Team)
    - “Special Needs students” was changed to “Students with Disabilities” (based on feedback from Pupil Services staff)
    - “EL students” was changed to “English Learners” (based on feedback from stakeholders to be more explicit for those who did not understand the acronym)
- Changes to Actions/Services
  - We decided to continue certain Actions/Services based on the areas in which our stakeholders rated as strengths for the school in input surveys. These Actions/Services included:
    - Certificated staff thought our strengths were creating a safe environment, supporting them in monitoring their students' academic progress on a regular basis and supporting them in using student data to drive their instruction. We will continue this in our LCAP in Goal 4 Action A (Safe and Clean Schools) by continuing to provide positive behavior supports, and Goal 1 Action N (Data Tracking) by working with teachers to monitor their students data.
    - Classified staff thought our strengths were supporting them in differentiating instruction to meet the needs of all students, offering intervention blocks in the classroom and outside the classroom for struggling students, and having computer labs available for students to catch up on Jiji, Study Island and other homework. We will continue this in our LCAP in Goal 1 Action D (Intervention) by continuing intervention blocks, and Goal 1 Action J (Computer Maintenance) by continuing to provide access to computers.
    - Parents thought our strengths were creating a welcoming environment, caring for their child, and providing a high quality educational program. We will continue this in our LCAP in Goal 4 Action A (Safe and Clean Schools) by continuing to provide positive behavior supports, and in Goal 1 Action B (Professional Development) by providing high quality professional development for teachers.
    - Students thought our strengths were provide a good education and many opportunities to use technology in the classroom such as computers, access to an overhead projector, educational films, Jiji, Brain Pop Jr. and computerized programs. We will continue this in our LCAP in Goal 1 Action B by providing high quality professional development for teachers and Goal 1 Action J (Computer Maintenance) by continuing to provide access to computers.
  - We also made modifications to our LCAP based on analyzing the areas in which our stakeholder groups advised that they needed additional support. These Actions/Services included:
    - Certificated staff expressed a desire for support with students who are English Language Learners. We addressed this in our LCAP in Goal 2 Action D (Professional Development for English Learners) by increasing professional development next year for supporting English Learners.
    - Classified staff expressed a desire for supporting students with disabilities. We addressed this in our LCAP in Goal 4 Action D (Behavioral and Academic Intervention) by training yard staff on strategies from COST for students with disabilities.
    - Parents expressed a desire for more alignment of the After School Program to day school curriculum and strategies. We addressed this in our LCAP in Goal 1 Action E (After School Tutoring) by increasing communication between After School staff and day school staff.

- Students expressed a desire for more help from the After School Program. We addressed this in our LCAP in Goal 1 Action E (After School Tutoring) by increasing communication between After School staff and day school staff.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

## Goal 1

Goal 1: Students will master the skills of the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need:

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
Performance on statewide CAASPP Assessments and/or Cumulative Internal Benchmarks; Teacher observations; Powerschool; Purchase orders	2016-2017 Smarter Balanced Results: have not yet been released  2015-2016 Smarter Balanced Results:  English Language Arts <table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>Schoolwide Proficiency</td> <td>42%</td> </tr> <tr> <td>English Learner Proficiency</td> <td>33%</td> </tr> <tr> <td>Low Socio-economic Status Proficiency</td> <td>41%</td> </tr> </table>			Schoolwide Proficiency	42%	English Learner Proficiency	33%	Low Socio-economic Status Proficiency	41%	By Spring 2018, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments   Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students,	By Spring 2019, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments   Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students,	By Spring 2020, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments   Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students,
Schoolwide Proficiency	42%											
English Learner Proficiency	33%											
Low Socio-economic Status Proficiency	41%											

Foster Youth Proficiency	NA
Math	
Schoolwide Proficiency	54%
English Learner Proficiency	12%
Low Socio-economic Status Proficiency	45%
Foster Youth Proficiency	NA

2016-2017 Cumulative Internal Benchmark Results:

English Language Arts	
Schoolwide Proficiency	25%
English Learner Proficiency	7%
Low Socio-economic Status Proficiency	25%
Foster Youth Proficiency	NA

Foster Youth and English Learners), as measured by teacher observations.

All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.

All students will have access to standards-aligned instructional materials, as measured by proof of purchase.

Foster Youth and English Learners), as measured by teacher observations.

All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.

All students will have access to standards-aligned instructional materials, as measured by proof of purchase.

Foster Youth and English Learners), as measured by teacher observations.

All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.

All students will have access to standards-aligned instructional materials, as measured by proof of purchase.

Math	
Schoolwide Proficiency	39%
English Learner Proficiency	15%
Low Socio-economic Status Proficiency	39%
Foster Youth Proficiency	NA

**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**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Professional Development for Teaching All Students</p> <p>1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data,</p>		

receive training on strategies, and share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, low-income students, Students with Disabilities, and other significant student groups who are not meeting standards. 3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnick's Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program. 4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$31,081	Amount	\$31,081	Amount	\$31,081
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$3,232	Amount	\$3,232	Amount	\$3,232
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$8,929	Amount	\$8,929	Amount	\$8,929

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Action 2

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Professional Development for Teaching All Students</p> <p>1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data, receive training on strategies, and share best practices, and create classroom and individual action plans that target English Learners, Foster</p>		

Youth, low-income students, Students with Disabilities, and other significant student groups who are not meeting standards. 3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnick's Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program. 4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$31,081	Amount	\$31,081	Amount	\$31,081
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$3,232	Amount	\$3,232	Amount	\$3,232
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$8,929	Amount	\$8,929	Amount	\$8,929
Source	LCFF	Source	LCFF	Source	LCFF

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Budget  
Reference

Employee Benefits;  
Employee Benefits for  
Professional Development

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Textbook and Consumables: Language Arts and Math materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; McDougal Littel for English Language Arts and Envisions and Digits for Math) will be placed in all classrooms, including replacement of annual consumable materials. Purchased textbooks also target English Learners, Students with Disabilities, and students who need additional assistance.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$37,453"/>	Amount <input type="text" value="\$37,453"/>	Amount <input type="text" value="\$37,453"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget Reference	Books and Supplies; Curriculum	Budget Reference	Books and Supplies; Curriculum	Budget Reference	Books and Supplies; Curriculum
Amount	\$30,059	Amount	\$30,059	Amount	\$30,059
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Workbooks/consumables	Budget Reference	Books and Supplies; Workbooks/consumables	Budget Reference	Books and Supplies; Workbooks/consumables
Amount	\$1,445	Amount	\$1,445	Amount	\$1,445
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum	Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum	Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum

Action 4

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>D. Intervention: Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from sources such as: Study Island, Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. The students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students' needs. The Reading A to Z Guided Reading Program, as well as ST Math will be used for this. Foster youth, English Learners</p>		

and socioeconomically disadvantaged students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$15,652	Amount	\$15,652	Amount	\$15,652
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 4,517 * Reading A to Z- 1,353 * Brain Pop- 739 * ST Math/Mind Institute- 5,998 * SchoolNet- 3,400	Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 4,517 * Reading A to Z- 1,353 * Brain Pop- 739 * ST Math/Mind Institute- 5,998 * SchoolNet- 3,400	Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 4,517 * Reading A to Z- 1,353 * Brain Pop- 739 * ST Math/Mind Institute- 5,998 * SchoolNet- 3,400
Amount	\$64,727	Amount	\$64,727	Amount	\$64,727
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Paraprofessionals Salary	Budget Reference	Classified Salaries; Paraprofessionals Salary	Budget Reference	Classified Salaries; Paraprofessionals Salary
Amount	\$5,648	Amount	\$5,648	Amount	\$5,648
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Paraprofessionals Benefits	Budget Reference	Employee Benefits; Paraprofessionals Benefits	Budget Reference	Employee Benefits; Paraprofessionals Benefits

Action **5**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>E. After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts and math assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.</p>		

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$124,593

Source

After School Education & Safety

Budget  
Reference

Services and Other Operating  
Expenses;  
Expanded Learning Program

**2018-19**

Amount

\$124,593

Source

After School Education & Safety

Budget  
Reference

Services and Other Operating  
Expenses;  
Expanded Learning Program

**2019-20**

Amount

\$124,593

Source

After School Education &  
Safety

Budget  
Reference

Services and Other Operating  
Expenses;  
Expanded Learning Program

Action 6

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>F. Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts and Math with the entire school community. The Councils contribute input on how to improve reading and math instruction and programs.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$22,583	Amount: \$22,583	Amount: \$22,583
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Community Liaison Salary	Budget Reference: Classified Salaries; Community Liaison Salary	Budget Reference: Classified Salaries; Community Liaison Salary

Amount	\$3,741	Amount	\$3,741	Amount	\$3,741
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits

Action 7

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
G. Translation for Parent Involvement: All meetings and materials sent home will be translated for parents of English Learners, both orally and in writing.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$22,583	Amount	\$22,583	Amount	\$22,583
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Community Liaison Salary	Budget Reference	Classified Salaries; Community Liaison Salary	Budget Reference	Classified Salaries; Community Liaison Salary
Amount	\$3,741	Amount	\$3,741	Amount	\$3,741
Source	LCFF	Source	LCFF	Source	LCFF

Budget  
Reference

Employee Benefits;  
Community Liaison Benfits

Budget  
Reference

Employee Benefits;  
Community Liaison Benfits

Budget  
Reference

Employee Benefits;  
Community Liaison Benfits

Action 8

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>H. Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model. Accommodated assignments may be given to students who are identified with special learning needs.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
<p>Amount \$46,187 (repeat expenditure)</p> <p>Source Other State Revenues</p>	<p>Amount \$46,187 (repeat expenditure)</p> <p>Source Other State Revenues</p>	<p>Amount \$46,187 (repeat expenditure)</p> <p>Source Other State Revenues</p>

Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)
Amount	\$18,573 (repeat expenditure)	Amount	\$18,573 (repeat expenditure)	Amount	\$18,573 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Resource Specialist Benefits (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Benefits (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Benefits (repeated in Goal 4 Action D)

Action 9

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
I. Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.		

**BUDGET EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	\$28,833	\$28,833	\$28,833
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Network Maintenance	Services and Other Operating Expenses; Network Maintenance	Services and Other Operating Expenses; Network Maintenance

Action **10**

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

OR

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

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>J. Technology: Computer Maintenance: Due to lack of technology in the homes of students who come from a low economic household, we will ensure all students from low economic backgrounds have access to computers and headphones. Computers will undergo regularly scheduled maintenance to ensure full functionality for student use. This includes constant updates on the computers to get full use of the newer technology, as well updates to help secure the computers. As computers are reported not working, they are fixed. The use of computers also assists with taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks. Additionally, students have access to free tutorial programs such as Star Fall to help increase student achievement. Students who do not have access to computers at home are given access to computers before or after school.</p>		

**BUDGET EXPENDITURES**

2017-18

2018-19

2019-20

Amount	\$41,339	Amount	\$41,339	Amount	\$41,339
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Computer Maintenance	Budget Reference	Services and Other Operating Expenses; Computer Maintenance	Budget Reference	Services and Other Operating Expenses; Computer Maintenance

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
K. Conferences and Guest Speakers: In order to increase student achievement, teachers, curriculum specialists, and administration will be sent to conferences or speakers will be brought in that provide effective professional development on teaching students of low economic backgrounds.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Other; Conferences and Guest Speakers	Budget Reference: Other; Conferences and Guest Speakers	Budget Reference: Other; Conferences and Guest Speakers

Action **12**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>L. Counseling: Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST (Coordination of Services Team) or SST (Student Study Team) will occur on an as needed basis.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
<p>Amount: \$58,217 (repeat expenditure)</p>	<p>Amount: \$58,217 (repeat expenditure)</p>	<p>Amount: \$58,217 (repeat expenditure)</p>
<p>Source: Other State Revenues</p>	<p>Source: Other State Revenues</p>	<p>Source: Other State Revenues</p>
<p>Budget Reference: Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)</p>	<p>Budget Reference: Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)</p>	<p>Budget Reference: Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)</p>

Amount	\$12,122	Amount	\$12,122	Amount	\$12,122
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services

Action **13**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
M. Workshops and/or Resources for Foster Parents: Celerity will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.		

**BUDGET EXPENDITURES**

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

Action **14**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N. Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.		

**BUDGET EXPENDITURES**

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

New

Modified

Unchanged

## Goal 2

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

English Learner Reclassification Rate: 17.35%

Percentage of English Learners who progress in English Proficiency (as measured by CELDT);: 35%

Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades): 94%

Smarter Balanced and/or Internal Benchmark Results for English Learners: 33% (Smarter Balanced) 7% (Internal Benchmark)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Reclassification Rate; Percentage of English Learners who progress in English Proficiency (as measured by CELDT); Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades); Smarter Balanced and/or Internal Benchmark Results for English Learners; Teacher observations; Workshop agendas	<p>English Learner Reclassification Rate: 17.35%</p> <p>Percentage of English Learners who progress in English Proficiency (as measured by CELDT);: 35%</p> <p>Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades): 94%</p> <p>Smarter Balanced</p>	By Spring 2018, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.	By Spring 2019, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.	By Spring 2020, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

	<p>and/or Internal Benchmark Results for English Learners: 33% (Smarter Balanced) 7% (Internal Benchmark)</p>	<p>All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p> <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>	<p>All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p> <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>	<p>All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p> <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>
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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**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learners on interim benchmark tests/State Standardized Tests/CELDT/ELPAC, and to provide training on English Learner supplemental materials such as		

Reading A-Z materials.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$45,166 (repeat expenditure)	Amount	\$45,166 (repeat expenditure)	Amount	\$45,166 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salary (repeated in Goal 1 Action F and G)	Budget Reference	Classified Salaries; Classified Salary (repeated in Goal 1 Action F and G)	Budget Reference	Classified Salaries; Classified Salary (repeated in Goal 1 Action F and G)
Amount	\$7,487 (repeat expenditure)	Amount	\$7,487 (repeat expenditure)	Amount	\$7,487 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits (repeated in Goal 1 Action F and G)	Budget Reference	Employee Benefits; Classified Benefits (repeated in Goal 1 Action F and G)	Budget Reference	Employee Benefits; Classified Benefits (repeated in Goal 1 Action F and G)

Action 2

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Extended Learning Opportunities: Extended day academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs. The After School Expanded Learning program contributes towards the success of English Learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Language students. Targeted elements will include ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school programs and activities with opportunities to practice oral English skills, program leader collaboration with day school teachers to stay abreast of student</p>		

achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in a least restrictive environment. The school principal and program director will conduct periodic on-site observations to ensure that English Learner students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$124,593 (repeat expenditure)

Source

After School Education & Safety

Budget Reference

Services and Other Operating Expenses;  
Expanded Learning Program  
(repeated in Goal 1 Action E)

**2018-19**

Amount

\$124,593 (repeat expenditure)

Source

After School Education & Safety

Budget Reference

Services and Other Operating Expenses;  
Expanded Learning Program  
(repeated in Goal 1 Action E)

**2019-20**

Amount

\$124,593 (repeat expenditure)

Source

After School Education & Safety

Budget Reference

Services and Other Operating Expenses;  
Expanded Learning Program  
(repeated in Goal 1 Action E)

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction.</p>		

**BUDGET EXPENDITURES**

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

Action 4

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - implementing the ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum, training in SIOP (Sheltered Instruction Observation Protocol) to help English Learners, training in the ELPAC, and training and supporting Long Term English Learners. Observations will happen systematically, and feedback will be provided.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Federal Revenues - Title III	Source	Federal Revenues - Title III	Source	Federal Revenues - Title III
Budget Reference	Books and Supplies; SIOF Training	Budget Reference	Books and Supplies; SIOF Training	Budget Reference	Books and Supplies; SIOF Training
Amount	\$1,538	Amount		Amount	
Source	Federal Revenues - Title III	Source		Source	
Budget Reference	Services and Other Operating Expenses; Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum	Budget Reference		Budget Reference	

Action 5

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18 <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2018-19 <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	2019-20 <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the English Learner is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.</p>		

Action 6

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>F. Band Level and RFEP: Students will be tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount \$1,872	Amount \$1,872	Amount \$1,872
Source LCFF	Source LCFF	Source LCFF

Budget  
Reference

Services and Other Operating  
Expenses;  
Powerschool

Budget  
Reference

Services and Other Operating  
Expenses;  
Powerschool

Budget  
Reference

Services and Other Operating  
Expenses;  
Powerschool

Action 7

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>G. Intervention: Long Term English Learners, students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST (Coordination of Services Team) and SST (Student Study Team) are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.</p>		

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$0

Source

Budget  
Reference

**2018-19**

Amount

\$0

Source

Budget  
Reference

**2019-20**

Amount

\$0

Source

Budget  
Reference

New

Modified

Unchanged

### Goal 3

Goal 3: All students will be taught by qualified teachers.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

We will have 100% highly qualified teachers as measured by appropriate credentialing and job assignments.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, HR Internal Data and CALPADS)	Percentage of Teachers holding credentials appropriate to their job assignment (SARC, HR Internal Data, CALPADS): 100%	We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.

**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**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Teacher Feedback and Observations:                      Teachers will be observed on a regular basis through a coaching model by Curriculum Specialists to ensure that multiple, effective instructional strategies are being utilized daily as they instruct their student groups of English Learners, socioeconomically disadvantaged students, and foster youth. Instructional modeling will be conducted by the Curriculum Specialist. The Principal will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional Support is provided for newer teachers.</p>		

**BUDGET EXPENDITURES**

2017-18

2018-19

2019-20

Amount	\$904	Amount	\$904	Amount	\$904
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; My Learning Plan	Budget Reference	Books and Supplies; My Learning Plan	Budget Reference	Books and Supplies; My Learning Plan
Amount	\$69,308	Amount	\$69,308	Amount	\$69,308
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries	Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries	Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries
Amount	\$19,497	Amount	\$19,497	Amount	\$19,497
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Curriculum Specialists' Benefits	Budget Reference	Employee Benefits; Curriculum Specialists' Benefits	Budget Reference	Employee Benefits; Curriculum Specialists' Benefits

Action 2

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Professional Development: Celerity’s leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. They will use this data to plan future professional developments. We will also analyze data from qualified status of teachers as well as teacher longevity and experience to plan professional development. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$800	Amount	\$800	Amount	\$800
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Survey Monkey	Budget Reference	Services and Other Operating Expenses; Survey Monkey	Budget Reference	Services and Other Operating Expenses; Survey Monkey

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Leadership Meetings: The leadership team (led by the Principal and including the Curriculum Specialists) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated students (including English Learners, socioeconomically disadvantaged, and foster youth) to meet or exceed state Common Core academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate</p>		

professional development activities, the Director and the Assistant Director of School Services hold administration meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.

**BUDGET EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$122,996	Amount	\$122,996	Amount	\$122,996
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary
Amount	\$32,857	Amount	\$32,857	Amount	\$32,857
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Principal Benefits	Budget Reference	Employee Benefits; Principal Benefits	Budget Reference	Employee Benefits; Principal Benefits

Action 4

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Induction (BTSA) Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$10,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Other; Induction Program	Budget Reference: Other; Induction Program	Budget Reference: Other; Induction Program

New

Modified

Unchanged

## Goal 4

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

State Measures:		
	Suspension Rate	0%
	Expulsion Rate	0%
	Average Daily Attendance (ADA) Percentage for 16-17:	97.49%
	Chronic Absenteeism Rate	0%
	Middle School Dropout Rate	Maintained at 0% in 2016-2017.
Local Measures:		
	FIT	Good
	Local Surveys	We scored at least 3/5 on 100% of questions asked for certificated, classified, students, parents.

		We increased the number of parents/families completing the survey from the year before by 450%
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**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Attendance Rates and Chronic Absenteeism rates from CALPADS, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics; Middle School Dropout Rates from Powerschool and DataQuest; Pupil Suspension and Expulsion rates from PowerSchool, DataQuest, and the California Dashboard/LCFF Evaluation Rubrics; Surveys of Certificated staff, Classified staff, Parents/families, and pupils on the sense of safety, school connectedness, an academics from	State Measures:				
		Suspension Rate	0%	By Spring 2018, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.	By Spring 2019, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.
		Expulsion Rate	0%	By Spring 2018, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.	By Spring 2019, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.
		Average Daily Attendance (ADA) Percentage for 16-17:	97.49%	By Spring 2018, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.	By Spring 2019, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.
		Chronic Absenteeism Rate	0%	By Spring 2018, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.	By Spring 2019, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.
		Middle School Dropout Rate	Maintained at 0% in 2016-2017.		
	Local Measures:				
		FIT	Good		
		Local Surveys	We scored at least 3/5 on 100% of questions asked for certificated, classified, students, parents.		

<p>SurveyMonkey; School facilities update and maintenance data from annual FIT (Facilities Inspection Tool)</p>			<p>We increased the number of parents/families completing the survey from the year before by 450%</p>	<p>By Spring 2018, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.</p> <p>By Spring 2018, we will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</p> <p>By Spring 2018, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%.</p>	<p>By Spring 2019, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.</p> <p>By Spring 2019, we will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</p> <p>By Spring 2019, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%.</p>	<p>Rubrics.</p> <p>By Spring 2020, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.</p> <p>By Spring 2020, we will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</p> <p>By Spring 2020, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%.</p>
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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**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment using programs such as Love &amp; Logic and the Celerity Peace Tree, focused on the needs of unduplicated students,. Weekly professional developments for classified staff are held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs are an alternative to suspension.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
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Amount	\$53,089	Amount	\$53,089	Amount	\$53,089
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Classified Salaries	Budget Reference	Certificated Salaries; Classified Salaries	Budget Reference	Certificated Salaries; Classified Salaries
Amount	\$8,772	Amount	\$8,772	Amount	\$8,772
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits

Action 2

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school</p>		

upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,872	Amount	\$1,872	Amount	\$1,872
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Powerschool	Budget Reference	Services and Other Operating Expenses; Powerschool	Budget Reference	Services and Other Operating Expenses; Powerschool

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided, tailored to the needs of unduplicated students. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$42,876	Amount: \$42,876	Amount: \$42,876
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries
Amount	\$8,881	Amount	\$8,881	Amount	\$8,881
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits

Action 4

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>D. Behavioral and Academic Intervention: The school psychologist, school counselor, and resource specialists provide a system of personal support services for students. Through the use of COST (Coordination of Services Team) and SST (Student Success Team), students have readily available access to support services. Foster Youth, English Learners, and socioeconomically disadvantaged students have access to COST, SST, and support services on an as needed basis. Particular attention will be paid to older students.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$179,681"/>	Amount <input type="text" value="\$179,681"/>	Amount <input type="text" value="\$179,681"/>

Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$4,801	Amount	\$4,801	Amount	\$4,801
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits	Budget Reference	Employee Benefits; Certificated Employee Benefits	Budget Reference	Employee Benefits; Certificated Employee Benefits

Action **5**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
E. Facilities Needs: Celerity will complete repairs and maintenance on the campus so that students continue attending a hazard-free school. Updates will occur as needed.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$5,883	Amount	\$5,883	Amount	\$5,883
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Facilities Management Salary	Budget Reference	Classified Salaries; Facilities Management Salary	Budget Reference	Classified Salaries; Facilities Management Salary
Amount	\$1,402	Amount	\$1,402	Amount	\$1,402
Source	LCFF	Source	LCFF	Source	LCFF

Budget  
Reference

Employee Benefits;  
Facilities Management Benefits

Budget  
Reference

Employee Benefits;  
Facilities Management Benefits

Budget  
Reference

Employee Benefits;  
Facilities Management Benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds: \$838,347 Percentage to Increase or Improve Services: 30.32%

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 services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

- Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (ie. the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served")
  - Goal 1:
    - Action 2 - This action describes professional development for teachers limited to teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth. Examples of these professional developments are how to differentiate implementation of the Common Core Standards for the student group, and how to create data-driven action plans and plan next instructional steps for the student group.
    - Action 7 - This action describes translation for parent involvement, particularly for parents of English learners.
    - Action 10 - This action describes how we will ensure all students from socioeconomically disadvantaged backgrounds have access to computers, due to a lack of technology in the homes of students who come from socioeconomically disadvantaged backgrounds.
    - Action 11 - This action describes particular conferences and guest speakers on teaching students from low socioeconomic backgrounds.
  - Goal 2:
    - Action 6 - This action describes how we track English Learners' progress through language proficiency levels.
- Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide. (ie. the action/service is being funded and provided to upgrade the entire educational program of the LEA)
  - Note: As our LEA has an unduplicated pupil percentage significantly higher than 55% (and indeed close to 100% of our students) below we will describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
    - Goal 1:

- Action 4 - This action describes intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our unduplicated students.
    - Action 6 - This action describes our various councils for parent involvement, and how we share achievement results with and gather input from these councils. We primarily focus on our unduplicated students in these meetings. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.
  - Goal 2:
    - Action 1 - This action describes workshops for parents on student learning, and in particular the DELAC (District English Learner Advisory Council), which focuses on the needs of English Learners. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.
  - Goal 3:
    - Action 1 - This action focuses on teacher observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has positively impacted unduplicated students' achievement.
  - Goal 4:
    - Action 1 - This action describes our positive discipline approach of Love and Logic and Peace Tree, two programs that are designed with the particular needs of unduplicated students in mind. These programs have created effective behavioral supports for our unduplicated students.
    - Action 2 - This action describes how we communicate with parents of unduplicated students. This has proven effective as is shown in our input survey results.
    - Action 3 - This action describes how we provide support for attendance for students, by giving particular support through phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.
- Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.
  - N/A