

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
El Sol Science and Arts Academy	Monique Daviss, Executive Director	<a href="mailto:mdaviss@elsolacademy.org">mdaviss@elsolacademy.org</a> 714-543-0023

## 2017-20 Plan Summary

### The Story

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

El Sol Science & Arts Academy of Santa Ana (herein El Sol) is an outstanding dual-immersion charter school in Santa Ana, California. Founded in 2001 with 110 students in kindergarten and 1st grade, El Sol now has over 900 students enrolled in preschool through eighth grade: 95% are Latino, 70% qualify for free and reduced lunch, and 46% are English Language Learners (herein ELLs)- demographics that mirror those of the broader school district and community. El Sol operates a robust extended day program that offers supplemental academic instruction for struggling students and cultural enrichment activities in the areas of music, dance, sports, and art. Collaboration with diverse community partners- such as Share Our Selves-providing services at our on-site federally qualified health center and Second Harvest Food Bank-providing food for our onsite mercado (food bank)- contribute to our robust environment of achievement.

El Sol's dual immersion program is heavily focused on language acquisition and language mastery in first Spanish, and then, English, regardless of the students' primary home language. The goal of the school's language program is for students to attain fluency and literacy in both Spanish and English and to meet or exceed grade-level proficiency at all academic benchmarks. Kindergarten students are immersed in Spanish instruction 90 percent of the day and exposed to English instruction the remaining 10 percent of the time to develop linguistic and academic competence. The percentage of Spanish and English instruction is then reduced and increased in intervals of 10 percent, respectively until the fourth-grade student reaches 50/50 bilingual instruction. While the program is designed to be, and is, successful for English Only students as well as ELLs, El Sol has found it to be particularly successful with students who have limited English skills.

El Sol ensures students' success by employing a thorough and diverse curriculum, exemplary professional development for teachers, commitment to parental involvement, and supplementary programs. Differentiated supports including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups are available to all students at all grade levels. Advanced students have opportunities to extend academic learning through elevated team roles and responsibilities, bridging into higher level content classes, honors classes in Middle School, accelerated Math pathways, and the use of individualized online programs to extend content learning. Performing and visual arts experiences include Ballet, Folklorico, yearly student musicals, art expositions, and a school rock band. Extracurricular and electives (math club, student council, chess club, book club, poetry, robotics, leadership and civic action) ensure that all students have opportunities to shine both within and beyond the classroom.

El Sol has been named a Bright Spot Awardee by The White House Initiative on Educational Excellence for Hispanics, a California Charter School of the Year, a California Distinguished School, a Title I Academic Achievement Awardee, a California Association for Bilingual Educators Seal of Excellence Award, a Campaign for Business & Education Excellence (CBEE) STAR awardee. These distinguished awards highlight our unique dual-immersion curriculum that teaches advanced levels of knowledge and proficiency in English and Spanish.

El Sol's mission is to provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice and to create a culture of kindness, creativity, courage, and honesty that will permit our graduates to assume leadership roles in the 21st Century. El Sol works to achieve that mission through a variety of curricular areas of focus. The program develops bilingualism and biliteracy in Spanish and in English. Students emerge competent in multiculturalism through the understanding of different cultures and the development of high self-esteem.

El Sol is proud to be a 2017-2018 California Distinguished School and one of 15 winners of the 2018 America's Best Urban Schools Award. Among the thousands of urban schools in the nation, El Sol was selected as a winner by demonstrating, through multiple indicators, impressive academic results for every demographic group we serve along with strong evidence of strength in four areas: curricular rigor, instructional effectiveness, relational quality, and continuous improvement efforts.

## LCAP Highlights

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

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El Sol operates one school—in two campuses—that is designed, as a system, to provide the same level of personalized learning (curricular and extracurricular) to all students, without distinguishing between low-income, ELL, and foster care students.

This current three-year LCAP is organized under three goals:

**College and Career Readiness:** All El Sol students will demonstrate knowledge, skills, and aptitudes to be productive and engaged citizens through college and career readiness.

**Equitable Access:** All students have equal access to high-quality curriculum and learning supports that are accessible at school.

**School Climate:** All students, staff, and parents have a healthy and safe school environment that fosters learning.

### **Academic Preparation for College and Career Readiness:**

Actions related to college and career readiness remain consistent from the prior year with an increased focus on the following innovative practices:

- Implement Parent Learning Walks (PLWs), an innovative parent engagement program that brings parents into the classroom to engage with and observe our instructional practice.
- Implement Teacher Learning Walks to provide teachers with the opportunity to reflect on their practice, refine their craft, and collaborate with colleagues around instructional strategies that meet the needs of all learners.

#### **Equitable Access:**

Actions and services that ensure equitable access to personalized learning and supports for all students remain consistent from the prior year with an increased focus on the following services:

- Consistent integration of research-based English Language Development aligned with ELD standards targeting students' language needs
- Comprehensive services and supports for foster care students, students with disabilities, and students not meeting grade-level academic performance measures
- After-school programming combining intervention and enrichment activities for students.

#### **School Climate:**

Actions related to school climate remain consistent from the prior year with an increased focus on identified areas of need such:

- Continuing to ensure high-fidelity implementation of school-wide Character Counts
- Continuing to analyze student discipline referrals to ensure demographic parity
- Continuing to implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences

## **Review of Performance**

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

## **Greatest Progress**

EI Sol values accountability and expects everyone – including students, teachers, administrators, parents, and the community – to support the success of the school. Thus, in its short

history, El Sol has achieved excellent results for all student groups. El Sol is proud of the hard work of our school community as evident in the 2018 California Dashboard report that indicates that our students are performing at the high-performance level for English Learner Progress, English Language Arts, and Mathematics.

A review of performance on the state indicators listed on the California Dashboard and local performance indicators- quarterly content assessments, benchmarks, end of unit tests- shows an increase in performance on state testing for all students including, most noticeably, ELLs. Improvement in services to ELLs is evident based on an increase of 16 points on ELA and 11 points in Math on state tests over the last two years. The status change report on the California Dashboard indicates that English Learner Progress for students at El Sol is very high. In fact, the percentage of ELLs reaching proficiency or above levels in state testing at El Sol Academy is more than three times that of their peers in California for English Language Arts and almost four times that of their peers in California for Math.

2018 Performance Indicators indicate the following gains

### **Increased Student Performance in English Language Arts Assessment 3-8:**

EL-EL Only - Increased +6.7 points

Homeless - Increased +16.8 points

Economically disadvantaged - Increased +6.9 points

due to improvements in services by LEA including:

- English Language Development Content Integration
- Release days for teachers to add to their ELA/SLA units, refine their teaching practices, and reflect on the effectiveness of instructional strategies.
- Equitable course access through tiered supports for 100% of newcomers and 100% of students performing below grade level metrics
- School-wide aligned assessments in English Language Arts and Spanish Language Arts to monitor students' performance and provide intervention services to students not meeting grade-level performance expectations

### **Increased Student Performance in Mathematics Assessment (3-8)**

EL- EL Only - Increased +10.8 points

Socioeconomically Disadvantaged Students - Increased + 6.1 points

Homeless students - Increased + 5.7 points

Students with Disabilities - Increased + 4.8 points

due to improvements in services by LEA including:

- 100% of TK-8 math teachers participating in school-wide math performance assessments each semester
- 15 release days for teachers to add to their math units, refine their teaching practices, and reflect on the effectiveness of instructional strategies.
- 50 hours of professional development led by curriculum specialists on strategies for integrating language development into content instruction
- 100 hours of support- including in-class demos and professional development- by curriculum specialist and teacher leaders' on instructional strategies for ensuring access to content by all language learners

Prior years' interventions to improve school climate- including ensuring high-fidelity implementation of school-wide Character Counts, continuously analyzing student discipline referrals to ensure demographic parity, and implementing a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences- yielded positive results. In fact, the 2018 Suspension Rate Report as listed on the California Dashboard indicates a decline in suspensions for all students with a significant decline of 2.5% and significant decline of 5.3% for homeless students and students with disabilities respectively.

Improvement in content-area knowledge and increased achievement for all student groups inspires students and families to engage further. By ensuring that all students, regardless of their language proficiency level, achieve academic success, El Sol delivers on its promise to families debunking the notion that Latino students, including English Language Learners, cannot perform at proficiency levels on par with their language proficient counterparts.

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

## **Greatest Needs**

El Sol has no performance metrics that indicate low "Orange" or very low "Red" performance. At this time, El Sol has met and exceeded anticipated achievement gains for the past years and strives to continue to do so.

Current interventions on school climate- including ensuring high-fidelity implementation of school-wide Character Counts, continuously analyzing student discipline referrals to ensure demographic parity, and implementing a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences- yielded positive results for all student groups and a significant decrease in suspensions. The 2018 Suspension Rate Report as listed on the California Dashboard indicates a decline in suspensions for all students with a significant decline of 2.5% and significant decline of 5.3% for homeless students and students with disabilities respectively. Because this decline is based solely on the data from one year to the next, El Sol has decided that despite high ratings and low suspensions, it is important to continue focusing on ensuring that all students feel safe and supported. El Sol will work to move beyond the initial implementation phase of interventions and institutionalize practices- such as restoratives practices- that promote a positive school climate for all students.

El Sol strives to ensure that all students meet or exceed grade-level proficiency at all academic benchmarks. To this end, El Sol continues to implement targeted academic supports and provide all teachers with professional development to increase student achievement for all groups. El Sol strives for all student groups to continue making significant progress so that all student groups performance increases from year to year. By striving for continued and increased proficiency for all students, El Sol aims for students to maintain and increase proficiency from year to year with a larger percent of students attaining proficiency with each academic year. In ensuring all El Sol graduates reach the highest level of performance, El Sol will deliver on its promise that all El Sol students will demonstrate

knowledge, skills, and aptitudes to be productive and engaged citizens through college and career readiness.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

Based on the LCFF Evaluation Rubrics, EI Sol does not currently have any performance gaps to address.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

[Add text here]

### **Support for Identified Schools**

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

[Add text here]

### **Monitoring and Evaluating Effectiveness**

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

[Add text here]

# Annual Update

LCAP Year Reviewed: 2018–19

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

## Goal 1

All EI Sol students will demonstrate knowledge, skills and aptitudes to be productive and engaged citizens through college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards- Conditions of Learning, (4) Pupil Achievement- Pupil Outcomes, (8) Other Pupil Outcomes- Pupil Outcomes

Local Priorities: Academic Preparation for College and Career Readiness Annual Measurable Outcomes

Expected	Actual
By the 2018-2019 school year, 90% of grades conduct trimester assessments that assess CSSS and Standards for Mathematical Practice	In the 2018-2019 year: <ul style="list-style-type: none"><li>- 100% of grades TK-8 conducted trimester assessments.</li><li>- 100% of grades TK-8 piloted assessment analysis software.</li></ul>
By the 2018-2019 school year, 8 high schools visit EI Sol's middle school campus to recruit students, middle school students complete 5 college visits, and 130 parents participate in high school and college visits.	In the 2018-2019 year: <ul style="list-style-type: none"><li>- 100% of Middle School Students attended at least 1 college visit.</li><li>- Conducted 1 parent workshops on A-G requirements for families of students in grades 6 and 7 college admissions attended by 25 parents.</li><li>- Conducted 1 parent workshop on A-G requirements tailored to families of students in 8th grade</li><li>- Provided 70 families with high school admission support-including help researching high school options, 3 on-site visits by high school representatives, 1:1 scholarship writing</li></ul>

Expected

Actual

	<p>support, and letters of recommendations- to ensure all students are admitted into the high school of their choice.</p>
<p>By the 2018-2019 school year, 85% of teachers observed, integrate language development instructional strategies during content discipline instruction.</p>	<p>In the 2018-2019 year:</p> <ul style="list-style-type: none"> <li>- 80% of grade levels received coaching on language development instructional strategies through 25 release planning days</li> <li>- 35 in-class demonstrations by teacher leaders and curriculum specialists</li> <li>- teachers attended in 15 professional development opportunities.</li> </ul>
<p>By the 2018-2019 school year, 85% of science teachers are appropriately trained on NGSS. By the 2017-2018 school year, pilot NGSS coaching and peer observations in 4 grade-levels.</p>	<p>In the 2018-2019 year:</p> <ul style="list-style-type: none"> <li>- 100% of elementary science teachers piloted at least one NGSS units.</li> <li>- 100% of Middle School science department piloted NGSS curriculum to identify materials for adoption.</li> </ul>
<p>By the 2018 - 2019 school year, 25% of students in grades K-8 will participate in out of school visual and performing arts activities. By the 2017-2018 school year, 65% of students in grades K-8 participate in community art showcases.</p>	<p>In the 2018-2019 year:</p> <ul style="list-style-type: none"> <li>- 100% of K-5 students participated in out of school visual or performing arts activities.</li> <li>- 40% of students participated in community art showcases.</li> </ul>

**Actions / Services**

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Implement school-wide mathematics content assessments to monitor student progress and make recommendations for tiered supports.</li> <li>- Train teachers on analyzing student work to adjust instructional decisions.</li> <li>- Utilize assessments to ensure adequate tiered supports and exit students from tiered supports as applicable.</li> <li>- Train teachers to utilize content assessments as a bridge for state assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- 7 teachers representing every grade level attended Summer Math Institute on strategies for teaching Standards for Mathematical Practices</li> <li>- 100% of TK-5 teachers received a total of 20 hours of coaching on implementing new CCSS curriculum.</li> <li>- 100% of 6-8 teachers attended a total of 5 math leadership professional development sessions.</li> <li>- Math Instructional Specialist co-facilitated 2 summer institutes and 5 math leadership</li> <li>- 200 students in grades 3 and 4 completed MARS task in conjunction with Silicon Valley Math Initiatives (SVMI) and West Ed</li> <li>- A total of 45 teachers in grades 3, 4, and 5 collaborated with SVMI/WestEd to analyze and score MARS tasks and planned reengagement to engage students deeper in content.</li> <li>- 100% of TK-2 teachers were observed by Director of Curriculum</li> <li>- 25 release days allowed teachers to engage in backwards planning, analyze student work, and plan supports for struggling students</li> </ul>	<p>1. \$20952 2. \$1875 3. \$125432</p> <p>1. \$20952 (Prop 20) 2. \$34178 (Title II) 3. Supplemental and Concentration Funds</p> <p>1: 4000 2: 5000 3. 1000, 3000</p>	<p>\$77891</p> <p>1. \$23954 (Prop 20) 2. \$34760 (Title II) 3. \$19177 (LCFF Base)</p> <p>4000, 5000</p>

## Action 2: College and High School Planning and Access

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Provide parents with resources and support identifying high schools that</li> </ul>	<ul style="list-style-type: none"> <li>- Begun planning alumni support network for EI Sol graduates by analyzing the</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>provide students with college preparatory courses. Provide parents with resources, letters of recommendation, and support in understanding the application process for high schools requiring applications. Increase the number of high school visits.</p> <ul style="list-style-type: none"> <li>- Increase parent participation at high school visits to provide parents with opportunities to ascertain information about high school options</li> </ul>	<p>needs of first-generation college students to identify necessary providing supports and barriers to access.</p> <ul style="list-style-type: none"> <li>- Provided 200 participating families with information on college entry and preparation by including 2 UCI admission representatives at 2 Family Science Night.</li> <li>- Provided 30 7th and 8th-grade students with college-bound experiences through a partnership with UCI Science Department including mentorship with UCI graduate students and culminating on-site science fair at UCI for students and families.</li> <li>- 30 6-8th-grade students attended field trip at HOAG Orthopedic Surgery Center to expose students to health-related careers</li> <li>- Training to pilot Entre Mujeres curriculum to empower Latina El Sol Alumni to recognize their personal worth, strengthen their leadership abilities and self-confidence, and help drive them to make change in their communities and beyond</li> <li>- 100% of students participate in College Bound program, Rumbo a la Universidad.</li> </ul>	<p>\$1500 LCFF Base 4000</p>	<p>\$1500 LCFF Base 4000</p>

### Action 3: English/Spanish Language Arts and Language Development

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Provide all content area teachers with professional development training and on-going peer coaching in strategies for integrating English language development across content disciplines.</li> <li>- Provide opportunities for teacher leaders to attend national conferences focusing on research-based best instructional practices for English Language Learners.</li> <li>- Provide opportunities for teachers to collaborate on identifying instructional needs and planning supports for English Language Learners.</li> <li>- Monitor reclassification information and rate for English Language Learners.</li> <li>- Expand resources for intervention services by purchasing supplemental resources for tiered supports.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-2 teachers were observed by Director of Curriculum using CLASS tool.</li> <li>- 100% of TK-2 teachers completed observation debrief; support for observed teachers focused on improving academic language use within lessons by enhancing language supports to increase language complexity used in the classroom- peer to peer and teacher to peer.</li> <li>- 7 teacher leaders provided 100 hours of coaching and support to 100% of TK-2 teachers during release days to ensure consistent integration of English Language Development (ELD) across content disciplines.</li> <li>- 8 release day allowed teacher-leaders opportunities to support teachers on methods for analyzing students' language proficiencies and planning for implementation of research based ELD strategies.</li> <li>- 5 professional development sessions dedicated to understanding new ELD standards.</li> <li>- 10 teacher leaders attended 5 national conferences and presented new learnings to whole staff.</li> <li>- Ongoing monitoring of reclassification data by Director of Curriculum and Instruction to ensure adequate progress for English Language Learners.</li> <li>- Supplemental resources purchased for tiered supports including Studies Weekly, Scholastic, National Geographic, Newsela and Time for Kids.</li> </ul>	<p>1. \$3795923 2. See Goal 1, Action 1 3. \$70000</p> <p>1. LCFF Base 2. See Goal 1, Action 1 3. LCFF Base</p> <p>1. 1000, 3000 2. See Goal 1, Action 1 3. 4000</p>	<p>\$4056912</p> <p>\$3792565 (LCFF Base \$84387 (Supplemental and Concentration)</p> <p>1000, 3000, 4000</p>

## Action 4: Next Generation Science Standards

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Engage in NGSS implementation planning and document the resulting plan with annual goals and objectives.</li> <li>- Engage in peer observations and coaching to provide ongoing feedback for NGSS implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- 98% of 5th and 8th-grade students completed pilot NGSS summative state testing.</li> <li>- 98% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders took an NGSS Benchmark assessment</li> <li>- Conducted 2 NGSS Family Science Nights for 200 families that included hands-on investigations, take-home materials, and training on extending learning at home.</li> <li>- Partnership with UCI provided the following               <ul style="list-style-type: none"> <li>- 100% of 5th-grade students with NGSS projects to investigate real-life problem-solving</li> <li>- 40 7th and 8th-grade students' opportunities to engage in real-life investigations and then present their findings at UCI to families and UCI faculty.</li> <li>- Supported 100% of middle school science department's NGSS curriculum pilot by providing 5 demo lessons, 6 days of off-site observations, 5 hours of support by curriculum specialists, and 3 teacher planning release days.</li> <li>- 100% of K-8 science and math teachers conducted Google Expeditions pilot by participating in 2 hours of training, observing 1 demonstration lesson, and implementing at least 1 in-class use of Google Expeditions software.</li> <li>- 5 students participated in 6-week STEM summer academy (Project Scientist)</li> <li>- 10 students participated in 5 STEM field trips (Project Scientist)</li> <li>- 100% of 5th grade students attended 5 full-day STEM sessions at Starbase</li> <li>- 100% of 3rd and 4th grade students attended monthly STEM field trips in partnership with Sage Hill School students.</li> </ul> </li> </ul>	<p>\$83100</p> <p>\$25000 (LCFF Base); \$58100 (Supplemental and Concentration Funds)</p> <p>4000, 5000</p>	<p>\$92930</p> <p>\$31630 (LCFF Base); \$61300 (Supplemental and Concentration Funds)</p> <p>4000, 5000</p>

## Action 5: Art Integration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Publicize local out of school activities such as concerts, theatrical performances, and community art showcases to families.</li> <li>- Provide transportation services and distribute free and low-cost entrance tickets for concerts, theatrical performances, and community art showcases.</li> <li>- Provide opportunities for students in grades K-8 to participate in school-wide musical performances, talent shows, art nights, and out of school art exhibitions.</li> <li>- Provide all students with access to musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Hired 1 credential Art teacher to work with 3 teacher leaders on developing school-wide art integration plan, model developmentally appropriate best practices for building students' capacity as artists, and provided 15 hours of professional development on art integration to all content teachers.</li> <li>- 100% of elementary students received 90 minutes a week of art integration instruction.</li> <li>- 75 middle school students participated in year-long art elective consisting of 120 minutes a week of art instruction.</li> <li>- 30 families attended Dia de los Muertos Family Art Night</li> </ul>	<p>\$155512</p> <p>Supplemental and Concentration Funds</p> <p>1000, 2000, 3000</p>	<p>\$110401</p> <p>Supplemental and Concentration Funds</p> <p>1000, 2000, 3000</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.

Overall implementation of actions/services were successful as demonstrated by actual outcomes both on internal metrics as well as LCFF metrics

Increased ELA student performances due to the following improvements in services by LEA:

- English Language Development Content Integration
- Release days for teachers to add to their ELA/SLA units, refine their teaching practices, and reflect on the effectiveness of instructional strategies.
- Equitable course access through tiered supports for 100% of newcomers and 100% of students performing below grade level metrics
- School-wide aligned assessments in English Language Arts and Spanish Language Arts to monitor students' performance and provide intervention services to students not meeting grade-level performance expectations

Increased Math student performances due to the following improvements in services by LEA:

- 100% of TK-8 math teachers participating in school-wide math performance assessments each semester
- 15 release days for teachers to add to their math units, refine their teaching practices, and reflect on the effectiveness of instructional strategies.
- 50 hours of professional development led by curriculum specialists on strategies for integrating language development into content instruction
- 100 hours of support- including in-class demos and professional development- by curriculum specialist and teacher leaders on instructional strategies for ensuring access to content by all language learners

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

Although actions/services have been effective as evidenced by metrics, El Sol has used LCAP planning process as an opportunity to refine planned actions/services. In refining goals, El Sol will ensure that all actions/services taken by LEA are both effective and innovative as it strives to meet its goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

Although actions/ services have been effective as evidenced by LCFF metrics, El Sol has used LCAP planning process as an opportunity to engage with shareholders to refine planned actions/services. In so doing, El Sol will ensure that all actions/services undertaken are both

effective and innovative as it strives to meet its goal. Changes to actions/services and corresponding metrics are found under modified Goals, Actions, Services.

## Goal 2: Equitable Access

Equitable Access: All EI Sol students have equal access to high-quality curriculum and learning supports that are accessible at school.

State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards- Conditions of Learning, (4) Pupil Achievement- Pupil Outcomes, (7) Course Access-Conditions of Learning, (8) Other Pupil Outcomes- Pupil Outcomes

Local Priorities: Equitable Access

### Annual Measureable Outcomes

Expected	Actual
By the 2018-2019 school year, 100% of foster care students have school stability and school access protections as mandated by ESSA.	In the 2018-2019 school year: <ul style="list-style-type: none"><li>– 100% of foster care students have school stability and school access protections as mandated by ESSA.</li></ul>
By the 2018-2019 school year, 54% of students meet grade-level proficiency standards in Mathematics performance.	In the 2018-2019 school year: <ul style="list-style-type: none"><li>– 65% of students met grade-level proficiency standards in Mathematics performance.</li></ul>
By the 2018-2019 school year, 62% of students meet grade-level proficiency standards in Language Arts Performance.	In the 2018-2019 school year: <ul style="list-style-type: none"><li>– 65% of students met grade-level proficiency standards in Language Arts Performance.</li></ul>
By the 2018-2019 school year, 100% of teacher attend professional development trainings.	In the 2017-2018 school year: <ul style="list-style-type: none"><li>– 100% of teachers attend professional development trainings.</li></ul>
By the 2018-2019 school year, 95% of teachers have credentials to teach assigned course(s).	In the 2018-2019 school year: <ul style="list-style-type: none"><li>– 98% of teachers have credentials to teach assigned course(s).</li></ul>
By the 2018-2019 school year, 84% of students not meeting grade-level proficiency receive small-group intervention services.	In the 2018-2019 school year: <ul style="list-style-type: none"><li>– 100% of students not meeting grade-level proficiency receive small-group intervention services by classroom teacher, instructional aides, and/or support staff.</li></ul>

## Expected

## Actual

By the 2018-2019 school year, families have open access to internet connected computers during 100% of the school day.

By the 2018-2019 school year, all K-2 students have 2:1 access to computers in the classroom and all 3-8 students have 1:1 access to computers in the classroom.

In the 2018-2019 school year:

- 100% of families have open access to internet connected computers during 100% of the school day.
- All K-2 students have 1:1 access to computers in the classroom and all 3-8 students have 1:1 access to computers in the classroom.

By the 2017-2018 school year, all student groups performance levels at the performance level of "all student" levels

In the 2018-2019 school year:

- All student groups performance levels at the performance level of "all student" level (green) with the exception of ELA for ELLs.

By the 2018-2019 school year, 50% of students are involved in meaningful extracurricular activities.

By the 2017-2018 school year, 100% of 6th, 7th and 8th Grade students completed core elective course.

In the 2018-2019 school year:

- 50% of students are involved in meaningful extracurricular activities.
- 100 % of 6th, 7th and 8th Grade students completed core elective course

## Actions / Services

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

### Action 6: Students in Foster Care

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.</li> <li>- Engage in collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth.</li> </ul>	<ul style="list-style-type: none"> <li>- Implemented a system of services and supports that ensures that 100% of foster care students have equal opportunity to succeed.</li> <li>- Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students in foster care have access to all materials necessary to succeed in school- including appropriately sized school uniforms in good condition, office and art materials necessary to complete homework, access to extracurricular activities, and 1:1 mental health services and emotional learning support.</li> <li>- Engaged in 5 collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth.</li> </ul>	<p>\$134058</p> <p>Supplemental and Concentration Funds</p> <p>1000,3000</p>	<p>\$138799</p> <p>Supplemental and Concentration Funds</p> <p>1000,3000</p>

## Action 7: Students with Special Needs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Implement a system of services and supports that ensures that Special Education students have equal opportunity to succeed.</li> <li>- Grade-level teachers collaborate with Special Education teacher and School Psychologist.</li> <li>- Provide opportunities for teachers to attend off-site professional development focused on supporting Special Education students.</li> </ul>	<ul style="list-style-type: none"> <li>- Implemented a system of services and supports that ensures that 100% of Special Education students have equal opportunity to succeed.</li> <li>- Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students with special needs have access to all materials and supports necessary to succeed in school- including tools to implement accommodations, inclusion instructional strategies, and modifications as listed in their IEP</li> <li>- 100% of grade-level teachers collaborated with 2 Special Education teachers and 1 School Psychologist to meet the needs of students with special needs.</li> <li>- Provided opportunities for 2 teachers to attend -- off-site professional development focused on supporting students with special needs.</li> <li>- 4 Instructional aides provided support beyond IEP minutes to students with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>1. See Goal 2, Action 6</li> <li>2. \$96242</li> <li>3. \$81261</li>   <li>1. See Goal 2, Action 6</li> <li>2, 3: LCFF Base</li>   <li>1. See Goal 2, Action 6</li> <li>2. 5000</li> <li>3. 2000, 3000</li> </ul>	<ul style="list-style-type: none"> <li>\$120606</li>   <li>LCFF Base</li>   <li>5000</li> </ul>

## Action 8: Professional Development

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Provide intentionally planned and designed professional development learning for all grade-level teachers around CCSS, English Language Development, and technology integration.</li> <li>- Provide opportunities for peer-to-peer coaching.</li> <li>- Provide opportunities for teachers to serve as teacher-leaders as part of Professional Learning Communities.</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted intentionally planned and designed professional development learning for 100% of TK-8 teachers including 5 sessions on English Language Development, 5 sessions on Art Integration, 10 sessions on technology integration, 5 sessions on Math Routines to teach SMP, and 2 sessions parent engagement (Parent Learning Walks and Teacher Learning Walks).</li> <li>- Provided opportunities for peer-to-peer coaching through 60 release days.</li> <li>- 6 teachers served as teacher-leaders in the following leadership roles: Technology Coordinator, Art Coordinator, Music Coordinator, Early Literacy Coordinator, Math Instructional Specialist, Civic and Social Action Activism Coordinator</li> <li>- Conducted 2 Teacher Learning Walks</li> </ul>	<p>1. \$125415 2. See Goal 1, Action 1</p> <p>1. Supplemental and Concentration Funds 2. See Goal 1, Action 1</p> <p>1. 1000, 3000 2. See Goal 1, Action 1</p>	<p>\$134719</p> <p>Supplemental and Concentration Funds</p> <p>1000, 3000</p>

## Action 9: High Quality Teachers

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Ensure qualified and credential teachers in every classroom</li> <li>- Partnerships with local Universities and Credentialing programs</li> </ul>	<ul style="list-style-type: none"> <li>- Supported 2 teacher credential candidates through year-long mentorship by 2 veteran teachers with 28 years of combined teaching</li> </ul>	<p>1. See Goal 1, Action 1 2. See Goal 2, Action 8</p>	<p>1. See Goal 1, Action 1 2. See Goal 2, Action 8</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Partnering teacher candidates with master teachers to provide mentorship and support in completing credentialing requirements.</li> </ul>	<p>experience and weekly grade-level support meetings.</p> <ul style="list-style-type: none"> <li>- Partnership with local Universities and Credentialing programs</li> <li>- Partner 3 teacher candidates with 6 master teachers to provide 3 months of mentorship for each teacher candidate and support in completing credentialing requirements.</li> <li>- Supported 8 beginning teachers through 30 hours of individualized 1:1 mentorship with veteran teachers and a minimum of 2 classrooms observations to complete requirements for induction.</li> <li>- 6 teachers cleared their credential by participating in Teacher Induction Program.</li> </ul>	<ol style="list-style-type: none"> <li>1. See Goal 1, Action 1</li> <li>2. See Goal 2, Action 8</li> </ol> <ol style="list-style-type: none"> <li>1. See Goal 1, Action 1</li> <li>2. See Goal 2, Action 8</li> </ol>	<ol style="list-style-type: none"> <li>1. See Goal 1, Action 1</li> <li>2. See Goal 2, Action 8</li> </ol> <ol style="list-style-type: none"> <li>1. See Goal 1, Action 1</li> <li>2. See Goal 2, Action 8</li> </ol>

## Action 10: Extended Day

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Provide an afterschool program that combines intervention and enrichment activities.</li> <li>- Assess intervention and tiered supports to ensure students enter and exit groups as applicable.</li> <li>- Provide opportunities for students to participate in enrichment clubs and activities including chess, drama, robotics, dance, basketball, and art.</li> <li>- Expanded resources for intervention services by increasing staffing and</li> </ul>	<ul style="list-style-type: none"> <li>- Provide an afterschool program that combines intervention and enrichment activities.</li> <li>- Assess intervention and tiered supports to ensure students enter and exit groups as applicable.</li> <li>- Provide opportunities for students to participate in enrichment clubs and activities including chess, drama, robotics, dance, basketball, and art.</li> <li>- Expanded resources for intervention services by increasing staffing and</li> </ul>	<ol style="list-style-type: none"> <li>1. \$1504600</li> <li>2. \$7000</li> </ol> <ol style="list-style-type: none"> <li>1. \$925980 (Supplemental and Concentration), \$313800(ASES, After School Fees), \$264820 (Title I)</li> <li>2. Supplemental and Concentration Funds</li> </ol>	<p>\$1618195</p> <p>\$1139583 (Supplemental and Concentration), \$163800 (ASES), \$54054 (Local Revenue), \$254468 (Title I), \$7000 (LCFF Base)</p> <p>1000, 2000, 3000, 4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>purchasing supplemental resources for tiered supports.</p> <ul style="list-style-type: none"> <li>– Staff school library providing all students in after-school program with extended learning opportunities and book lending services.</li> </ul>	<p>purchasing supplemental resources for tiered supports.</p> <ul style="list-style-type: none"> <li>– Staff school library providing all students in after-school program with extended learning opportunities and book lending services.</li> <li>– Provided afterschool instructors with professional development and support on early literacy interventions, Spanish language foundational skills, and language transference.</li> <li>– Hired consultants to provide trainings on Spanish language foundational skills and language transference.</li> </ul>	<p>1. 2000, 3000 2. 4000</p>	

## Action 11: Technology Access and Integration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>– Provide equitable access to technology in the classroom and school site for students, staff, and parents.</li> <li>– Provide access to technology for parents in family center room during all school hours.</li> <li>– Provide trainings and support for families on accessing resources through online means.</li> </ul>	<ul style="list-style-type: none"> <li>– Provided equitable access to technology in the classroom and school site for students, staff, and parents through 1:1 student to device ratio for 100% of K-8 students.</li> <li>– Provide access to technology for 100% of parents during all school hours.</li> <li>– Provide 40 1:1 trainings and support for families on accessing student progress data and resources through online means.</li> <li>– Purchased technology equipment to ensure 1:1 student to device ratio for all K-8 students.</li> </ul>	<p>\$50000</p> <p>LCFF Base</p> <p>4000</p>	<p>\$24387</p> <p>LCFF Base</p> <p>4000</p>

## Action 12: Access and Equity

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Monitor LCFF Evaluation Rubrics to ensure no equity issues exist among different student groups.</li> <li>- Analyze demographics of honors classes to ensure there are no equity issues among different student groups in accessing higher-level course offerings.</li> <li>- Ensure that course admittance to honor classes follows appropriate measures (e.g. placement tests and course grades).</li> <li>- Ensure newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site).</li> </ul>	<ul style="list-style-type: none"> <li>- Continuous monitoring of LCFF Evaluation Rubrics by Director of Curriculum and Instruction to ensure no equity issues exist among different student groups.</li> <li>- Continuous monitoring of demographics of honors classes by Director of Curriculum and Instruction to ensure there are no equity issues among different student groups in accessing higher-level course offerings.</li> <li>- Ensured newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site).</li> <li>- Continuous monitoring of differentiated supports- including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups- by Director of Curriculum and Instruction to ensure necessary supports are available to all students at all grade levels.</li> </ul>	<p>1. See Goal 2, Action 8 2. \$373641</p> <p>1. See Goal 2, Action 8 2. LCFF Base</p> <p>1. See Goal 2, Action 8 2. 2000, 3000</p>	<p>\$368456</p> <p>LCFF Base</p> <p>2000, 3000</p>

## Action 13: Extracurricular

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Offer a range of extracurricular activities to students at all grade levels including 5th grade Science camp, field trips for students in every grade level, spring break college visits for Middle School students, and theater/music performances in every grade level.</li> <li>- Ensure that every student can participate in extracurricular activities regardless of cost of event and family's ability to pay for activity.</li> <li>- Publicize low-cost and free theater/music performances and other cultural events to all families.</li> </ul>	<ul style="list-style-type: none"> <li>- Offered a range of extracurricular activities to students at all grade levels including the following</li> <li>- 95 5th grade students participated in week-long Science camp,</li> <li>- Field trips for students in every grade level</li> <li>- theater/music performances for students in every grade level.</li> <li>- Ensured that 100% of student can participate in extracurricular activities regardless of cost of event and family's ability to pay for activity by working with community partners to cover participation fees for advertised events.</li> <li>- Publicized 10 number of low-cost and free theater/music performances and other cultural events to all families.</li> <li>- Provided transportation and entry fees for 60 families to attend 5 field trips to Pacific Symphony</li> <li>- Piloted CASA (Cultura, Aprendizaje, Servicio, Acción) elective and after-school leadership club for 32 Middle School students to engage in 180 hours of service learning and leadership development.</li> <li>- Providing transportation and entry fees for 80 families to attend 2 field trips to the California Science Center</li> <li>- 65 students and 2 faculty participated in 6 sessions of Middle School book club to engage in meaningful book dialogue and foster love of reading.</li> <li>- Piloted Minecraft club with 30 4th and 5th grade students</li> </ul>	<p style="text-align: center;">\$96425</p> <p style="text-align: center;">LCFF Base</p> <p style="text-align: center;">5000</p>	<p style="text-align: center;">\$108743</p> <p style="text-align: center;">LCFF Base</p> <p style="text-align: center;">5000</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.

Overall implementation of actions/services were successful as demonstrated by actual outcomes both on internal metrics as well as California Statewide testing. Based on the LCFF Evaluation Rubrics, El Sol does not currently have any performance gaps to address indicating success for actions/services related to access and equity.

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

Increased student performance by subgroups indicates success for actions/services related to access and equity. Increases in the performance of subgroups are outlined below:

Increased Student Performance in English Language Arts Assessment 3-8:

- EL-EL Only - Increased +6.7 points
- Homeless - Increased +16.8 points
- Economically disadvantaged - Increased +6.9 points

Increased Student Performance in Mathematics Assessment (3-8)

- EL- EL Only - Increased +10.8 points
- Socioeconomically Disadvantaged Students - Increased + 6.1 points
- Students with Disabilities - Increased + 4.8 points
- Homeless students - Increased + 5.7 points

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

Although actions/ services have been effective as evidenced by metrics, El Sol has used LCAP planning process as an opportunity to engage with shareholders to refine planned actions/services. One new action/service is to increase services provided to advanced students.

In modifying goals and services, El Sol will ensure that all actions/services undertaken are both effective and innovative as it strives to meet its goal. Changes to actions/services and corresponding metrics are found under modified Goals, Actions, Services.

## Goal 3: School Climate

School Climate: All El Sol students, staff, and parents have a healthy and safe school environment that fosters learning.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic- Conditions of Learning, (3) Parental Involvement-Engagement, (5) Pupil Achievement- Pupil Outcomes, (6) School Climate- Engagement

Local Priorities: School Climate

### Annual Measureable Outcomes

Expected	Actual
By the 2018-2019 school year, 87% of students reported feeling safe or very safe at school.	In the 2018-2019 school year, <ul style="list-style-type: none"><li>- 88% of students reported feeling safe or very safe at school.</li></ul>
By the 2018-2019 school year, less than 1% of students were chronically absent.	In the 2018-2019 school year, <ul style="list-style-type: none"><li>- In the 2018-2019 school year, 4% of students were chronically absent.</li></ul>
By the 2018-2019 school year, 9 days were lost to suspension.	In the 2018 - 2019 school year, <ul style="list-style-type: none"><li>- 8 days were lost to suspension.</li></ul>
By the 2018-2019 school year, less than 1% of middle school students dropped out.	In the 2018-2019 school year, <ul style="list-style-type: none"><li>- 0% of middle school students dropped out.</li></ul>
By the 2018-2019 school year, 97.8% daily attendance rate.	In the 2017-2018 school year, <ul style="list-style-type: none"><li>- 98% daily attendance rate.</li></ul>
By the 2018-2019 school year, 50 parents graduate from semester-long parent workshop series.	In the 2018-2019 school year, <ul style="list-style-type: none"><li>- 25 parents graduate from semester-long parent workshop series.</li></ul>
By the 2018-2019 school year, 65% of families sign up to receive school newsletter	In the 2018-2019 school year, <ul style="list-style-type: none"><li>- 70% of families signed up to receive school newsletter.</li></ul>

Expected

Actual

By the 2018-2019 school year, two rounds of focus groups to determine whether parents feel that school is responsive when an issue arises.

In the 2018-2019 school year,  
 - conducted focus groups with families to determine whether parents feel that school is responsive when an issue arises.

By the 2018-2019 school year, 87% of parents reported school was safe or very safe.

In the 2018-2019 school year,  
 - 85% of parents reported school was safe or very safe.

By the 2018-2019 school year, 74% of students meet the Healthy Fitness Zone performance standards.

In the 2018-2019 school year,  
 - 69% of students meet the Healthy Fitness Zone performance standards

By the 2018-2019 school year, pilot one round of parent learning walks

In the 2018-2019 school year,  
 - trained teachers on teacher learning walks and observed parent learning walks in AUSD in preparation for launching parent learning walks.

By the 2018-2019 school year, two cohorts of parents graduate.

In the 2018-2019 school year,  
 - one cohort of parents graduate from semester long parent education workshop series.

By the 2018-2019 school year, 7 parents serve as trainers during parent trainings.

In the 2018-2019 school year,  
 - 5 parents serve as trainers during parent trainings.

By the 2018-2019 school year, 40% of families experiencing food insecurity access on-campus food bank.

In the 2018-2019 school year,  
 - 50% of families experiencing food insecurity access on-campus food bank.

## Actions / Services

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

### Action 14: School Climate

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Ensure high-fidelity implementation of school-wide Character Counts, a Character education and student development program, thorough monthly award assemblies.</li> <li>- Continuously analyze student discipline referrals to be certain that overrepresentation of student groups does not occur.</li> <li>- Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensured high-fidelity implementation of school-wide Character Counts, a Character education and student development program, thorough monthly award assemblies.</li> <li>- Awarded students Dean’s List awards, Character Counts awards, and Most Improved awards during monthly award ceremonies.</li> <li>- Continuously analyzed student discipline referrals to be certain that overrepresentation of student groups does not occur.</li> <li>- Implemented a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.</li> </ul>	<p>\$408350</p> <p>\$335893 (Supplemental and Concentration Funds); \$72457 (LCFF Base)</p> <p>2000, 3000</p>	<p>\$365360</p> <p>Supplemental and Concentration Funds);</p> <p>2000, 3000</p>

## Action 15: Family Communication

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Conduct multiple trainings for parents on accessing school reports.</li> <li>- Train and graduate one cohort of parents every semester on strategies for supporting their child academically and identifying community resources to provide academic enrichment.</li> <li>- 100% effective translation of communication with parents in native language.</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct 40 1:1 trainings for parents on accessing school reports.</li> <li>- 100% effective translation of communication with parents in native language.</li> </ul>	<p>\$92960</p> <p>LCFF Base</p> <p>2000, 3000</p>	<p>\$89125</p> <p>LCFF Base</p> <p>2000, 3000</p>

## Action 16: Responsiveness to Family Concerns

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.</li> <li>- Provide parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.</li> </ul>	<ul style="list-style-type: none"> <li>- Address 100% of parent concerns by facilitating meetings, timely response to questions, following up about concerns, and addressing diverse needs</li> <li>- Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.</li> <li>- Provide parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.</li> </ul>	<p>See Goal 3, Action 15</p>	<p>See Goal 3, Action 15</p>

## Action 17: School Safety

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Update school safety protocols and classroom safety supplies.</li> <li>- Inform parents of school safety procedures in the event of a crisis situation.</li> <li>- Conduct monthly emergency procedure drills.</li> </ul>	<ul style="list-style-type: none"> <li>- Updated school safety protocols and classroom safety supplies.</li> <li>- Informed parents of school safety procedures in the event of a crisis situation.</li> <li>- Conducted monthly emergency procedure drills.</li> <li>- Maintain updated emergency family contact information</li> </ul>	<p>\$408350</p> <p>\$335893 (Supplemental and Concentration Funds); \$72457 (LCFF Base)</p> <p>2000, 3000</p>	<p>\$365360</p> <p>Supplemental and Concentration Funds</p> <p>2000, 3000</p>

## Action 18: Health and Wellness

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- 100% of students in grades K-5 receive 200 minutes of Physical Education each 10 school days.</li> <li>- 100% of students in grades 6-8 receive 400 minutes of Physical Education each 10 school days.</li> <li>- Provide resources and support to families experiencing food insecurity by directing them to on-site food pantry.</li> <li>- Support families experiencing food insecurity in applying for food pantry resources.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of students in grades K-5 received 200 minutes of Physical Education each 10 school days.</li> <li>- 100% of students in grades 6-8 received 400 minutes of Physical Education each 10 school days</li> <li>- 100% of students with parent permission in 5th, 7th, and 8th-grade student received 4 sessions of 60 minutes Health Bodies curriculum from 30 UCI Nursing Students</li> <li>- Provide resources and support to families experiencing food insecurity by directing them to on-site food pantry.</li> </ul>	<p>See Goal 1, Action 3</p>	<p>See Goal 1, Action 3</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>- Support families experiencing food insecurity in applying for food pantry resources.</li> </ul>		

## Action 19: Parent Engagement

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Graduate a cohort of parents every semester who attended the full series of parent workshops.</li> <li>- Train and support parents to serve as presenters during parent workshop series.</li> <li>- Provide opportunities for parents to engage in school decision-making by ensuring parent participation and leadership positions on El Sol School Board, School Site Council, and Parent Teacher Organization.</li> </ul>	<ul style="list-style-type: none"> <li>- Provided opportunities for parents to engage in school decision-making by ensuring parent participation and leadership positions on Parent El Sol School Board, School Site Council, and Parent Teacher Organization.</li> <li>- 5 meetings of School Site Council with 5 parents</li> </ul>	See Goal 2, Action 6	See Goal 2, Action 6

## Action 20: Health and Wellness Educational Opportunities

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Host health and wellness workshops for families.</li> </ul>	<ul style="list-style-type: none"> <li>- 25 parents participating in 9 week 1 and ½ hour sessions of Health Education and Exercise Classes</li> </ul>	\$59813  LCFF Base  2000, 3000	\$67087  LCFF Base  2000, 3000

## 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.

Overall implementation of actions/services were successful as demonstrated by actual outcomes both on internal metrics as well as California Statewide testing. Based on the LCFF Evaluation Rubrics, El Sol does not currently have any performance gaps to address on local climate survey indicating success for actions/services related to school climate.

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

Prior years' interventions to improve school climate- including ensuring high-fidelity implementation of school-wide Character Counts, continuously analyzing student discipline referrals to ensure demographic parity, and implementing a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences- yielded positive results. In fact, the 2017-2018 Suspension Rate Report as listed on the California Dashboard indicates a decline in suspensions for all students with a significant decline of 2.5% and significant decline of 5.3% for homeless students and students with disabilities respectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

Although actions/services have been effective as evidenced by metrics, El Sol has used LCAP planning process as an opportunity to refine planned actions/services. In refining goals, El Sol will ensure that all actions/services taken by LEA are both effective and innovative as it strives to meet its goal. Changes to actions/services and corresponding metrics are found under modified Goals, Actions, Services.

## Stakeholder Engagement

LCAP Year: **2018-2019**

### 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?

**School Site Council:** In the 207-2018 school year, the School Site Council (SSC) met periodically to review the purpose, objectives and tasks for developing the Local Control and Accountability Plan (LCAP). The SSC is comprised of 5 parents, 2 teachers, and 1 administrator. Working collaboratively, the SSC developed a three-step planning process: (1) inform stakeholders about the LCAP process and gather data; (2) analyze and synthesize data; and (3) share data and solicit input on priorities for the first 6 and 12 months, and after the first year. Three stakeholder groups were targeted: teachers, students and parents. Three parent focus groups were organized and data from focus groups was utilized to plan improvements in planned actions/services.

**Teacher Engagement:** All El Sol teachers were engaged in this planning process. They filled out a confidential survey that enabled them to respond in a quantitative and qualitative manner to questions focusing on three areas: (1) Academic Preparation Support Systems (2) Equitable Access and Support Systems (3) School Climate. Aggregate feedback was presented to teachers in a series of workshops that provided teachers a venue for recommendations for improvements to planned actions/services.

**Student Engagement:** In late May, 298, sixth, seventh, and eighth grade students anonymously responded to the questions in the Developmental Assets (DA) tool, a tool that is widely used across school districts to comprehensively gauge school climate, student engagement, teacher support of students, perceptions of school safety, among other domains. After inputting data, we selected 16 questions that were most directly tied to Student Engagement, School Environment, Academic Engagement, and Teacher and Family Support. This information was displayed and shared in graphic/visual form at the second parent meetings to help inform the parents' priorities.

**Parent Engagement:** Altogether, two all-parent meetings were held throughout the year. The meetings, lasting 2 hours each, were held in the morning and evening to accommodate different schedules.

Meeting 1 and 2 (AM) and (PM): Parents reviewed key areas and issues raised by parents pertaining to four areas: (1) academic and learning supports; (b) school systems (e.g., communication, parent engagement, etc.); (c) school climate; and (d) physical space/conditions of learning

## Impact on LCAP and Annual Update

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

EI Sol's comprehensive system by which it delivers its curriculum and learning supports for all students has three implications for the LCAP Plan. First, because EI Sol provides all students (i.e., low-income, ELL, or foster care students) the same access to curricular and extracurricular supports, improvements to supports and services impacts both unduplicated pupils and all student groups. Second, EI Sol's dual Spanish-English immersion model—which is designed to cultivate Spanish language proficiency first and then transfer it to English at a particular developmental stage—involves using a unique set of Spanish-language assessment tools administered at particular grade levels (mostly, second, fifth and eighth grades) and is essentially designed to 'reclassify' ELL students—as a cohort—by the fifth grade (while still complying with annual, individual-level student reclassification requirements). Finally, because EI Sol is its own Lead Education Agency (LEA), school-wide and LEA-wide is one and the same.

School Site Council: The SSC played a central leadership role in the design, facilitation, and documentation of the LCAP planning process and the development of the EI Sol LCAP 2018-2019. In particular, the SSC parent leaders—elected by the parents themselves—were responsible for planned improvements to actions/services.

Teacher Engagement: The EI Sol LCAP planning process offered us a unique opportunity for teachers to assess the results of recent curriculum adoptions and school-wide language development instructional based on an analysis of LCFF evaluation rubrics. Their participation in this process allowed administrators to capture their experiences and insights on the successes and challenges as well as recommendations for improving implementation for 2018-2019 and beyond

Student Engagement: Students are a critical stakeholder group. All the seventh and eighth grade students were selected for a comprehensive survey (1) because they were most likely to have a better comprehension of the DA questions and thus provide more reliable information, as compared to earlier grades and (2) because they have been exposed more fully to the range of curricular and extracurricular content and experiences offered through EI Sol Science and Arts Academy.

Parent Engagement: Parents provided not only input but also expressed their views on the impact of planned actions/services based on an analysis of annual update allowing for plans for improving actions/services for the coming year.

**Approval Process:** Based on the priorities expressed by parents and teachers, and student survey data, a workgroup consisting of the Executive Director, SSC Parent representative, and Director of Curriculum and Instruction, Operations Director synthesized input and drafted the El Sol LCAP 2018-2019. The plan was presented to the El Sol Board of Directors on June 7, 2018 and the update was approved on \_\_\_\_\_

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

### Academic Preparation for College and Career Readiness

All EI Sol students will demonstrate knowledge, skills, and aptitudes to be productive and engaged citizens through college and career readiness.

### State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards- Conditions of Learning, (4) Pupil Achievement- Pupil Outcomes, (8) Other Pupil Outcomes- Pupil Outcomes

Local Priorities: Academic Preparation for College and Career Readiness

### Identified Need:

- Identified Need 1A: School-wide assessments to monitor students' performance levels on grade-level Mathematics Common Core State Standards and Standards of Mathematical Practice
- Identified Need 1B: Parents understand and utilize avenues to find the best high school option that provides students with college preparatory courses
- Identified Need 1C: Integration of English Language Development Practices in Content Discipline Lessons
- Identified Need 1D: Implementation of Next Generation Science Standards
- Identified Need 1E: Student participation in Visual and Performing Arts out of school activities and achievements

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Analysis of Trimester Assessments in Math	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct trimester assessments in Math.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conducted trimester assessments in Math.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct trimester assessments in math</li> <li>- 100% of grades TK-8 pilot assessment analysis to identify student needs for 100% of students in the “far below” proficiency category.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct trimester assessments in math</li> <li>- 100% of grades TK-8 pilot assessment analysis to identify student needs for 100% of students in the “far below” proficiency category.</li> <li>- 100% of grades TK-8 teachers Match interventions to 100% of students in the “far below” proficiency category.</li> </ul>
EI Sol Alumni Network Participation	<ul style="list-style-type: none"> <li>- EI Sol alumni participate in EI Sol as tutors, volunteers, and instructors</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate with EI Sol Alumni about the needs of first-generation college students to identify necessary providing supports and barriers to access</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate with EI Sol Alumni about the needs of first-generation college students to identify necessary providing supports and barriers to access</li> <li>- Create an alumni network with a minimum of 30 alums participating</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate with EI Sol Alumni about the needs of first-generation college students to identify necessary providing supports and barriers to access</li> <li>- Create an alumni network with a minimum of 30 alums participating</li> <li>- Create opportunities for 30 EI Sol alumni to partner with current EI Sol students.</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Writing Assessments</p>	<ul style="list-style-type: none"> <li>- Different writing assessments for each grade level</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct writing assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct writing assessments.</li> <li>- 100% of TK-8 teachers analyze writing assessment using a TK-8 rubric that aligns performance metrics from one year to the next.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers conduct writing assessments.</li> <li>- 100% of TK-8 teachers analyze writing assessment using a TK-8 rubric that aligns performance metrics from one year to the next.</li> <li>- 100% of grades TK-8 teachers analyze writing assessments for English Language Learners to ensure appropriate supports.</li> </ul>
<p>Record of participation in professional development</p> <p>Classroom Walkthroughs and Observations</p>	<ul style="list-style-type: none"> <li>- Isolated NGSS practices within science units</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of TK-8 science teachers integrate NGSS practices into at least one science unit</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of TK-8 science teachers integrate NGSS practices into at least one science unit</li> <li>- 100% of TK-8 teachers attend training on integration of NGSS practices into all content areas</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers attend training on integration of NGSS practices into all content areas</li> <li>- 100% of TK-8 teachers embed NGSS practices into at least one unit</li> </ul>
<p>Record of participation in professional development</p> <p>Classroom Walkthroughs and Observations</p>	<ul style="list-style-type: none"> <li>- 100% of K-5 students receive 80 minutes a week of art instruction</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of K-5 teachers attended professional development on art integration led by credentialed art teacher</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of K-5 teachers attend professional development on art integration led by credentialed art teacher</li> <li>- 100% of K-5 teachers collaborate with art teacher to analyze</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of K-5 teachers attend professional development on art integration led by credentialed art teacher</li> <li>- 100% of K-5 teachers collaborate with art teacher to analyze one content unit to pilot integration</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			one content unit to pilot integration	- Art teacher demos strategies for art integration within at least one content area unit for content area teachers

## Planned Actions / Services

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

### Action 1: Math

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

- Teachers in TK-8 conducted trimester assessments.
- Teachers in TK-8 piloted assessment analysis software.
- Teachers representing every grade level attended Summer Math Institute on strategies for teaching Standards for Mathematical Practices
- TK-5 teachers receive coaching on implementing new CCSS curriculum.
- 6-8 teachers attended leadership professional development sessions.
- TK-2 grade teachers were observed by Director of Curriculum using CLASS tool.
- Release days allowed teachers to engage in backwards planning, analyze student work, and plan supports for struggling students.

### 2018-19 Actions/Services

- Teachers in TK-8 conduct trimester assessments.
- Teachers in TK-8 utilize assessment analysis software.
- Teachers representing every middle school grade level attend Summer Math Institute on strategies for teaching Standards for Mathematical Practices
- TK-5 teachers receive coaching on implementing new CCSS curriculum.
- Middle School math teachers attended leadership professional development sessions.
- 3-5 grade teachers are observed by Director of Curriculum using CLASS tool.
- Release days allow teachers to engage in backwards planning, analyze student work, and plan supports for struggling students.

### 2019-20 Actions/Services

- Grades TK-8 conduct trimester assessments.
- Grades TK-8 utilize assessment analysis software.
- Teachers representing every middle school grade level attend Summer Math Institute on strategies for teaching Standards for Mathematical Practices
- TK-5 teachers receive coaching on implementing new CCSS curriculum.
- Middle School math teachers attended leadership professional development sessions.
- 3-5 grade teachers are observed by Director of Curriculum using CLASS tool.
- Release days allow teachers to engage in backwards planning, analyze student work, and plan supports for struggling students.
- Teachers in TK-8 analyze trimester assessments for students in the “far below basic” proficiency category to determine students’ needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$20000 2. \$2500 3. \$28627	1. \$20952 2. \$1875 3. \$125432	\$107890
Source	1. Prop 20 2. \$750 (LCFF Base), \$1750 (Supplemental and Concentration Funds)	1. \$20952 (Prop 20) 2. \$34178 (Title II) 3. Supplemental and Concentration Funds	\$46798 (Prop 20), \$34760 (Title II), \$26332 (Supplemental and Concentration Funds)

Year	2017-18	2018-19	2019-20
	3. \$24277 (LCFF Base), \$4350 (Title II)		
Budget Reference	1,2: 4000 3. 5000	1: 4000 2: 5000 3. 1000, 3000	4000, 5000

## Action 2: High School and College Planning and Access

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

### Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

- Middle School Students attended college visit.
- Conducted parent workshops on A-G requirements.
- Provided families with high school admission support- including help researching high school options, on-site visits by high school representatives, 1:1 scholarship writing support, and letters of recommendations- to ensure all students are admitted into the high school of their choice.
- Begun planning alumni support network for El Sol graduates by analyzing the needs first-generation college students to identify necessary providing supports and barriers to access.
- Training to pilot Entre Mujeres curriculum to empower Latina El Sol Alumni to recognize their personal worth, strengthen their leadership abilities and self-confidence, and help drive them to make change in their communities and beyond
- 100% of TK-5 students participate in College Bound program, Rumba a la Universidad

### 2018-19 Actions/Services

- Middle School Students attended college visit.
- Conducted parent workshops on A-G requirements.
- Provided families with high school admission support- including help researching high school options, on-site visits by high school representatives, 1:1 scholarship writing support, and letters of recommendations- to ensure all students are admitted into the high school of their choice.
- Begun planning alumni support network for El Sol graduates by analyzing the needs first-generation college students to identify necessary providing supports and barriers to access.
- Training to pilot Entre Mujeres curriculum to empower Latina El Sol Alumni to recognize their personal worth, strengthen their leadership abilities and self-confidence, and help drive them to make change in their communities and beyond
- 100% of TK-5 students participate in College Bound program, Rumba a la Universidad.
- Create an alumni network

### 2019-20 Actions/Services

- Middle School Students attended college visit.
- Conducted parent workshops on A-G requirements.
- Provided families with high school admission support- including help researching high school options, on-site visits by high school representatives, 1:1 scholarship writing support, and letters of recommendations- to ensure all students are admitted into the high school of their choice.
- Begun planning alumni support network for El Sol graduates by analyzing the needs first-generation college students to identify necessary providing supports and barriers to access.
- Pilot Entre Mujeres curriculum to empower Latina El Sol Alumni to recognize their personal worth, strengthen their leadership abilities and self-confidence, and help drive them to make change in their communities and beyond
- 100% of TK-5 students participate in College Bound program, Rumba a la Universidad.
- Create opportunities for alumni in alumni network to partner with current El Sol students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	LCFF Base	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	4000	4000	4000

### Action 3: English/Spanish Language Arts and Language Development

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

### 2017-18 Actions/Services

- Grade levels received coaching on English/Spanish language arts and language development instructional strategies
- TK-2 teachers were observed by Director of Curriculum using CLASS tool.
- TK-2 teachers completed observation debrief; support for observed teachers focused on improving academic language use within lessons by enhancing language supports to increase language complexity used in the classroom- peer to peer and teacher to peer.
- Teacher-leaders provided coaching and support during release days to ensure consistent integration of English Language Development (ELD) across content disciplines, analyze students' language proficiencies, and plan for implementation of research based ELD strategies.
- Ongoing monitoring of reclassification data by Director of Curriculum and Instruction to ensure adequate progress for English Language Learners.
- Supplemental resources purchased for tiered supports including Studies Weekly, Scholastic, National Geographic, Newsela and Time for Kids.
- Conducted writing assessments

### 2018-19 Actions/Services

- Grade levels receive coaching on English/Spanish language arts and language development instructional strategies
- TK-2 teachers are observed by Director of Curriculum using CLASS tool.
- TK-2 teachers complete observation debrief; support for observed teachers focused on improving academic language use within lessons by enhancing language supports to increase language complexity used in the classroom- peer to peer and teacher to peer.
- Teacher-leaders provide coaching and support during release days to ensure consistent integration of English Language Development (ELD) across content disciplines, analyze students' language proficiencies, and plan for implementation of research based ELD strategies.
- Ongoing monitoring of reclassification data by Director of Curriculum and Instruction to ensure adequate progress for English Language Learners.
- Supplemental resources purchased for tiered supports including Studies Weekly, Scholastic, National Geographic, Newsela and Time for Kids.
- Conduct writing assessments
- Analyze writing assessment using TK-8 rubrics that align performance metrics from one year to the next.

### 2019-20 Actions/Services

- Grade levels received coaching on English/Spanish language arts and language development instructional strategies
- TK-2 teachers were observed by Director of Curriculum using CLASS tool.
- TK-2 teachers completed observation debrief; support for observed teachers focused on improving academic language use within lessons by enhancing language supports to increase language complexity used in the classroom- peer to peer and teacher to peer.
- Tacher-leaders provided coaching and support during release days to ensure consistent integration of English Language Development (ELD) across content disciplines, analyze students' language proficiencies, and plan for implementation of research based ELD strategies.
- Ongoing monitoring of reclassification data by Director of Curriculum and Instruction to ensure adequate progress for English Language Learners.
- Supplemental resources purchased for tiered supports including Studies Weekly, Scholastic, National Geographic, Newsela and Time for Kids.
- Conduct writing assessments
- Analyze writing assessment using TK-8 rubrics that align performance metrics from one year to the next
- Analyze writing assessments to monitor progress of language learners to ensure appropriate supports for students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$2869849 2. See Goal 1, Action 1 3. \$30000	1. \$3795923 2. See Goal 1, Action 1 3. \$70000	\$3966364
Source	1. \$1033146 (LCFF Base), \$1836704 (Supplemental and Concentration Funds) 2. See Goal 1, Action 1 3. Supplemental and Concentration Funds	1. LCFF Base 2. See Goal 1, Action 1 3. LCFF Base	\$105433 (Supplemental and Concentration Funds), \$3809730 (LCFF Base)
Budget Reference	1. 1000, 3000 2. See Goal 1, Action 1 3. 4000	1. 1000, 3000 2. See Goal 1, Action 1 3. 4000	1000, 3000, 4000

## Action 4: Next Generation Science Standards (NGSS)

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Elementary science teachers piloted at least one NGSS units.
- Middle School science department piloted NGSS curriculum for the purpose of identifying materials for adoption.
- 5<sup>th</sup> and 8<sup>th</sup>-grade students completed pilot NGSS summative state testing.
- Students participated in STEM field trips (Project Scientist)
- 5<sup>th</sup> grade students attended 5 full-day STEM sessions at Starbase
- 3<sup>rd</sup> and 4<sup>th</sup> grade students attended monthly STEM field trips in partnership with Sage Hill School students

**2018-19 Actions/Services**

- Elementary science teachers piloted at least one NGSS units.
- Middle School science department piloted NGSS curriculum for the purpose of identifying materials for adoption.
- 5<sup>th</sup> and 8<sup>th</sup>-grade students completed pilot NGSS summative state testing.
- Students participated in STEM field trips (Project Scientist)
- 5<sup>th</sup> grade students attended 5 full-day STEM sessions at Starbase
- 3<sup>rd</sup> and 4<sup>th</sup> grade students attended monthly STEM field trips in partnership with Sage Hill School students
- Training on integration of NGSS practices into all content areas

**2019-20 Actions/Services**

- Elementary science teachers piloted at least one NGSS units.
- Middle School science department piloted NGSS curriculum for the purpose of identifying materials for adoption.
- 5<sup>th</sup> and 8<sup>th</sup>-grade students completed pilot NGSS summative state testing.
- Students participated in STEM field trips (Project Scientist)
- 5<sup>th</sup> grade students attended 5 full-day STEM sessions at Starbase
- 3<sup>rd</sup> and 4<sup>th</sup> grade students attended monthly STEM field trips in partnership with Sage Hill School students
- Training on integration of NGSS practices into all content areas
- Teachers embed NGSS practices into at least one unit

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15000	\$83100	\$293286
Source	LCFF Base	\$25000 (LCFF Base); \$58100 (Supplemental and Concentration Funds)	\$31630 (LCFF Base); \$265656 (Supplemental and Concentration Funds)
Budget Reference	4000	4000, 5000	1000, 3000, 5000

**Action 5: Art Integration**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

2017-18 Actions/Services

- Students participated in out of school visual or performing arts activities.
- Students participated in community art showcases.
- Credential Art teacher to work with developing school-wide art integration plan, model developmentally appropriate best practices for building students' capacity as artists
- Professional development on art integration for content teachers.
- Elementary students received art integration instruction.
- Middle school students have the opportunity to participate in year-long art elective
- Families attend Family Art Night

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

Modified

2018-19 Actions/Services

- Students participated in out of school visual or performing arts activities.
- Students participated in community art showcases.
- Credential Art teacher to work with developing school-wide art integration plan, model developmentally appropriate best practices for building students' capacity as artists
- Professional development on art integration for content teachers.
- Elementary students received art integration instruction.
- Middle school students have the opportunity to participate in year-long art elective
- Families attend Family Art Night
- Art teacher collaborates with content teachers to analyze content units to determine ideal integration.

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

Modified

2019-20 Actions/Services

- Students participated in out of school visual or performing arts activities.
- Students participated in community art showcases.
- Credential Art teacher to work with developing school-wide art integration plan, model developmentally appropriate best practices for building students' capacity as artists
- Professional development on art integration for content teachers.
- Elementary students received art integration instruction.
- Middle school students have the opportunity to participate in year-long art elective
- Families attend Family Art Night
- Art teacher collaborates with content teachers to analyze content units to determine ideal integration.
- Art teacher rolls out art integration units and demos strategies for content teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$5000	\$155512	\$109130

Year	2017-18	2018-19	2019-20
	2. \$10000		
Source	1,2: LCFF Base	Supplemental and Concentration Funds	Supplemental and Concentration Funds
Budget Reference	1,2: 5000	1000, 2000, 3000	1000, 2000, 3000, 5000

## Goal 2: Equitable Access

**Equitable Access:** All students have equal access to high-quality curriculum and learning supports that are accessible at school.

### State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards- Conditions of Learning, (4) Pupil Achievement- Pupil Outcomes, (7) Course Access-Conditions of Learning, (8) Other Pupil Outcomes- Pupil Outcomes

Local Priorities: Equitable Access

### Identified Need:

Identified Need 2A: Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.

Identified Need 2B: Implement a system of support (i.e., professional development) that helps teachers continuously improve their ability to implement state standards and integrate technology.

Identified Need 2C: Ensure qualified and credential teachers in every classroom.

Identified Need 2D: Provide an after-school program that combines intervention and enrichment activities for students.

Identified Need 2E: Provide equitable access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents.

Identified Need 2F: Conduct regular assessment to determine if there are equity issues in accessing the curriculum.

Identified Need 2G: Offer a range of extracurricular activities that enhance learning and educational outcomes (e.g., science camp, theater/music performance, field trips, etc.)

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCFF Performance Metrics for students in Foster Care	- Students in foster care receive additional resources, services, and supports	- 100% of students in foster care receive additional resources, services, and supports	- 100% of students in foster care receive additional resources, services, and supports	- 100% of students in foster care receive additional resources, services, and supports

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Record of participation in professional development			<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers receive training on resources, services, and supports for students in foster care</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers receive training on resources, services, and supports for students in foster care</li> <li>- Ensure that resources, services, and supports for students in foster care are used effectively to support each individual students' academic and social emotional needs</li> </ul>
<p>Students with Special Needs LCFF Performance Metrics</p> <p>Record of participation in professional development</p>	<ul style="list-style-type: none"> <li>- Students with special needs receive additional resources, services, and supports</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of students with special needs receive additional resources, services, and supports</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of students with special needs receive additional resources, services, and supports</li> <li>- 100% of TK-8 teachers receive training on resources, services, and supports for students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of students with special needs receive additional resources, services, and supports</li> <li>- 100% of TK-8 teachers receive training on resources, services, and supports for students with special needs</li> <li>- Ensure that resources, services, and supports for students with special needs are used effectively to support each individual students' academic and social emotional needs</li> </ul>
CLASS Observations	Varied format for observations	<ul style="list-style-type: none"> <li>- Piloted CLASS observations for TK-2 teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Pilot CLASS observations for 3-5 teachers</li> <li>- Develop personalized professional development goals for TK-2 teachers using CLASS observations</li> </ul>	<ul style="list-style-type: none"> <li>- Pilot CLASS observations for middle school teachers</li> <li>- Develop personalized professional development goals for 3-5 teachers using CLASS observations</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<ul style="list-style-type: none"> <li>- Assess grow for TK-2 teachers after completing 1 year of professional development</li> </ul>
<p>Credential Information</p> <p>Record of participation in professional development</p>	<p>Beginning teachers and teacher credential candidates are paired with veteran teachers.</p>	<ul style="list-style-type: none"> <li>- Identify veteran teachers who can support beginning teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Pair veteran teachers with all beginning teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Pair veteran teachers with all beginning teachers</li> <li>- Beginning teachers supported by veteran teachers in developing leadership skills (e.g. presenting at staff meeting, organizing professional development, attending conference and sharing findings)</li> </ul>
<p>Extended Day Internal Assessments</p>	<p>Students' progress is monitored through monthly assessment cycles.</p>	<ul style="list-style-type: none"> <li>- Train 100% of Extended Day instructors to assess students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Train 100% of Extended Day instructors to assess students' progress.</li> <li>- Assess intervention and tiered supports to ensure 100% of students enter and exit groups as applicable</li> </ul>	<ul style="list-style-type: none"> <li>- Train 100% of Extended Day instructors to assess students' progress.</li> <li>- Assess intervention and tiered supports to ensure 100% of students enter and exit groups as applicable</li> <li>- Analyze assessment cycle to determine ideal checkpoints along the way prior to summative assessments.</li> </ul>
<p>Classroom Walkthroughs and Observations</p>	<p>Technology utilized in every grade-level</p>	<ul style="list-style-type: none"> <li>- Train 100% of TK-8 teachers on utilizing educational technology software</li> </ul>	<ul style="list-style-type: none"> <li>- Train 100% of TK -8 teachers on utilizing educational technology software</li> <li>- Analyze technology use using SAMR model by observing 50% of TK-8 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Train 100% of teachers on utilizing educational technology software</li> <li>- Analyze technology use of technology using SAMR model by observing 80% of TK-8 classrooms</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<ul style="list-style-type: none"> <li>- Train 100% of TK-8 teachers on SAMR through professional development and in-class demos</li> <li>-</li> </ul>
<p>LCFF performance indicators</p> <p>Internal assessments for students receiving intervention services</p>	<p>LCFF indicators show that EI Sol has no performance gaps</p>	<ul style="list-style-type: none"> <li>- Assess student performance at quarterly intervals for 100% of students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess student performance at quarterly intervals for 100% of students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs</li> <li>- Identify one assessment source to determine students' language and content strengths and needs to math students to supports.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess student performance at quarterly intervals for 100% of students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs</li> <li>- Identify one assessment source to determine students' language and content strengths and needs to math students to supports.</li> <li>- Pilot identified assessment source with 100% of students receiving intervention services and analyze the assessments ability to match students to supports.</li> </ul>
<p>Record of participation in professional development</p>	<p>Some teachers have training on depth and complexity icons</p>	<p>N/A New Action/Service</p>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teacher receive training on depth and complexity icons</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teacher receive training on depth and complexity icons</li> <li>- Provide each grade level with one release day to incorporate strategies on integrating depth and</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<p>complexity across content.</p> <ul style="list-style-type: none"> <li>- Pilot one unit per subject area that incorporates strategies on integrating depth and complexity across content.</li> </ul>
<p>Record of participation in extracurricular activities</p>	<p>Extracurricular activities extend learning beyond the classroom and provide opportunities for family engagement</p>	<ul style="list-style-type: none"> <li>- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom</li> <li>- Track student and family participation in extracurricular.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom</li> <li>- Track student and family participation in extracurricular.</li> <li>- Identify trends in student and family participation in extracurricular.</li> </ul>

# Planned Actions / Services

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

## Action 6: Foster Care

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Implemented a system of services and supports that ensures that 100% of foster care students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to

**2018-19 Actions/Services**

- Implement a system of services and supports that ensures that 100% of foster care students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to

**2019-20 Actions/Services**

- Implement a system of services and supports that ensures that 100% of foster care students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to

2017-18 Actions/Services

ensure that all students in foster care have access to all materials necessary to succeed in school- including appropriately sized school uniforms in good condition, office and art materials necessary to complete homework, access to extracurricular activities, and 1:1 mental health services and emotional learning support.

- Engaged in collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth.

2018-19 Actions/Services

ensure that all students in foster care have access to all materials necessary to succeed in school- including appropriately sized school uniforms in good condition, office and art materials necessary to complete homework, access to extracurricular activities, and 1:1 mental health services and emotional learning support.

- Engage in collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth.
- Train teachers on resources, services, and supports for foster care students

2019-20 Actions/Services

ensure that all students in foster care have access to all materials necessary to succeed in school- including appropriately sized school uniforms in good condition, office and art materials necessary to complete homework, access to extracurricular activities, and 1:1 mental health services and emotional learning support.

- Engage in collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth.
- Train teachers on resources, services, and supports for foster care students
- Ensure that resources, services, and supports for students with foster care students are used effectively to support each individual students' academic and social emotional needs

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$121615	\$134058	\$149237
Source	\$36484 (LCFF Base), \$85130 (Supplemental and Concentration Funds)	Supplemental and Concentration Funds	Supplemental and Concentration Funds
Budget Reference	1000,3000	1000,3000	1000,3000

# Action 7: Students with Disabilities

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Implemented a system of services and supports that ensures that 100% of Special Education students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students with special needs have access to all materials and supports necessary to succeed in school- including tools to implement accommodations,

**2018-19 Actions/Services**

- Implement a system of services and supports that ensures that 100% of Special Education students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students with special needs have access to all materials and supports necessary to succeed in school- including tools to implement

**2019-20 Actions/Services**

- Implement a system of services and supports that ensures that 100% of Special Education students have equal opportunity to succeed.
- Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students with special needs have access to all materials and supports necessary to succeed in school- including tools to implement accommodations,

### 2017-18 Actions/Services

- inclusion instructional strategies, and modifications as listed in their IEP
- Grade-level teachers collaborated with Special-Education teachers and School Psychologist to meet the needs of students with special needs.
  - Provided opportunities for teachers to attend off-site professional development focused on supporting students with special needs.
  - Instructional aides provided support beyond IEP minutes to students with special needs.

### 2018-19 Actions/Services

- accommodations, inclusion instructional strategies, and modifications as listed in their IEP
- Grade-level teachers collaborate with Special-Education teachers and School Psychologist to meet the needs of students with special needs.
  - Provide opportunities for teachers to attend off-site professional development focused on supporting students with special needs.
  - Instructional aides provide support beyond IEP minutes to students with special needs.
  - Train teachers on resources, services, and supports for students with special needs

### 2019-20 Actions/Services

- inclusion instructional strategies, and modifications as listed in their IEP
- Grade-level teachers collaborate with Special-Education teachers and School Psychologist to meet the needs of students with special needs.
  - Provide opportunities for teachers to attend off-site professional development focused on supporting students with special needs.
  - Instructional aides provide support beyond IEP minutes to students with special needs.
  - Train teachers on resources, services, and supports for students with special needs
  - Ensure that resources, services, and supports for students with special needs are used effectively to support each individual students' IEP goals

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. See Goal 2, Action 6 2. \$102000	1. See Goal 2, Action 6 2. \$96242 3. \$81261	See Goal 2, Action 6
Source	1. See Goal 2, Action 6 2. LCFF Base	1. See Goal 2, Action 6 2, 3: LCFF Base	See Goal 2, Action 6
Budget Reference	1. See Goal 2, Action 6 2. 5000	1. See Goal 2, Action 6 2. 5000 3. 2000, 3000	See Goal 2, Action 6

# Action 8: Professional Development

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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




**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Conducted intentionally planned and designed professional development learning for teachers including
- Provided opportunities for peer-to-peer coaching through release days.

**2018-19 Actions/Services**

- Conducted intentionally planned and designed professional development learning for teachers including
- Provided opportunities for peer-to-peer coaching through release days.

**2019-20 Actions/Services**

- Conducted intentionally planned and designed professional development learning for teachers including
- Provided opportunities for peer-to-peer coaching through release days.

**2017-18 Actions/Services**

- Teachers served as teacher-leaders in the following in a variety of leadership roles:
- Conducted Teacher Learning Walk(s)
- Piloted TK-2 CLASS observations

**2018-19 Actions/Services**

- Teachers served as teacher-leaders in the following in a variety of leadership roles:
- Conducted Teacher Learning Walk(s)
- Pilot 3-5 CLASS observations
- Develop personalized professional development plans (TK-2)

**2019-20 Actions/Services**

- Teachers served as teacher-leaders in the following in a variety of leadership roles:
- Conducted Teacher Learning Walk(s)
- Pilot Middle School CLASS observations
- Develop personalized professional development plans (3-5)
- Assess growth after implementing individual professional development plans (TK-2)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$118039 2. See Goal 1, Action 1	1. \$125415 2. See Goal 1, Action 1	\$144850
Source	1. LCFF Base 2. See Goal 1, Action 1	1. Supplemental and Concentration Funds 2. See Goal 1, Action 1	Supplemental and Concentration Funds
Budget Reference	1. 1000, 3000 2. See Goal 1, Action 1	1. 1000, 3000 2. See Goal 1, Action 1	1000, 3000

# Action 9: High Quality Teachers

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Supported teacher credential candidates through year-long mentorship and weekly grade-level support meetings.
- Partnered with local Universities and Credentialing programs
- Partnered teacher candidates with master teachers to provide mentorship for each teacher candidate

**2018-19 Actions/Services**

- Support teacher credential candidates through year-long mentorship and weekly grade-level support meetings.
- Partner with local Universities and Credentialing programs
- Partner teacher candidates with master teachers to provide mentorship for each teacher candidate and support in completing credentialing requirement.

**2019-20 Actions/Services**

- Support teacher credential candidates through year-long mentorship and weekly grade-level support meetings.
- Partner with local Universities and Credentialing programs
- Partner teacher candidates with master teachers to provide mentorship for each teacher candidate and support in completing credentialing requirement.

2017-18 Actions/Services

- and support in completing credentialing requirement.
- Supported beginning teachers through individualized 1:1 mentorship with veteran teachers and classrooms observations to complete requirements for induction.
- Teachers cleared their credential by participating in Teacher Induction Program.
- Identify veteran teachers who can support beginning teachers
- 

2018-19 Actions/Services

- Support beginning teachers through individualized 1:1 mentorship with veteran teachers and classrooms observations to complete requirements for induction.
- Teachers clear their credential by participating in Teacher Induction Program.
- Identify veteran teachers who can support beginning teachers
- Pair veteran teachers with all beginning teachers

2019-20 Actions/Services

- Support beginning teachers through individualized 1:1 mentorship with veteran teachers and classrooms observations to complete requirements for induction.
- Teachers clear their credential by participating in Teacher Induction Program.
- Identify veteran teachers who can support beginning teachers
- Pair veteran teachers with all beginning teachers
- Beginning teachers supported by veteran teachers in develop leadership skills (e.g. presenting at staff meeting, organizing professional development, attending conference and sharing findings)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8
Source	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8
Budget Reference	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8	1. See Goal 1, Action 1 2. See Goal 2, Action 8

# Action 10: Extended Day

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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



**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Provide an afterschool program that combines intervention and enrichment activities.
- Assess intervention and tiered supports to ensure students enter and exit groups as applicable.
- Provide opportunities for students to participate in enrichment clubs and activities including

**2018-19 Actions/Services**

- Provide an afterschool program that combines intervention and enrichment activities.
- Assess intervention and tiered supports to ensure students enter and exit groups as applicable.
- Provide opportunities for students to participate in enrichment clubs and activities including

**2019-20 Actions/Services**

- Provide an afterschool program that combines intervention and enrichment activities.
- Assess intervention and tiered supports to ensure students enter and exit groups as applicable.
- Provide opportunities for students to participate in enrichment clubs and activities including

**2017-18 Actions/Services**

- chess, drama, robotics, dance, basketball, and art.
- Expanded resources for intervention services by maintaining staffing and purchasing supplemental resources for tiered supports.
- Staff school library providing all students in after-school program with extended learning opportunities and book lending services.
- Provided afterschool instructors with professional development and support on early literacy interventions, Spanish language foundational skills, and language transference.
- Hired consultants to provide trainings on Spanish language foundational skills and language transference.

**2018-19 Actions/Services**

- chess, drama, robotics, dance, basketball, and art.
- Expanded resources for intervention services by maintaining staffing and purchasing supplemental resources for tiered supports.
- Staff school library providing all students in after-school program with extended learning opportunities and book lending services.
- Provided afterschool instructors with professional development and support on early literacy interventions, Spanish language foundational skills, and language transference.
- Assess the impact of trainings on Spanish language foundational skills and language transference on students' academic progress.

**2019-20 Actions/Services**

- chess, drama, robotics, dance, basketball, and art.
- Expanded resources for intervention services by maintaining staffing and purchasing supplemental resources for tiered supports.
- Staff school library providing all students in after-school program with extended learning opportunities and book lending services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$995235 2. \$38233	1. \$1504600 2. \$7000	\$1017149
Source	1. \$595685 (LCFF Base), \$150000 (ASES), \$249550 (Title I) 2. LCFF Base	1. \$925980 (Supplemental and Concentration), \$313800(ASES, After School Fees), \$264820 (Title I) 2. Supplemental and Concentration Funds	\$272560 (Title I), \$519735 (Supplemental and Concentration), \$163800 (ASES), \$54054 (Local Revenue), \$7000 (LCFF Base)
Budget Reference	1. 2000, 3000 2. 4000	1. 2000, 3000 2. 4000	2000, 3000, 4000

# Action 11: Technology Access and Integration

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

- Provided equitable access to technology in the classroom and school site for students, staff, and parents through 1:1 student to device ratio
- Provided access to technology for parents during all school hours.
- Provide 1:1 trainings and support for families on accessing student progress

2018-19 Actions/Services

- Provide equitable access to technology in the classroom and school site for students, staff, and parents through 1:1 student to device ratio
- Provide access to technology for parents during all school hours.
- Provide 1:1 trainings and support for families on accessing student progress

2019-20 Actions/Services

- Provide equitable access to technology in the classroom and school site for students, staff, and parents through 1:1 student to device ratio
- Provide access to technology for parents during all school hours.
- Provide 1:1 trainings and support for families on accessing student progress

2017-18 Actions/Services

- data and resources through online means.
- Purchased technology equipment to ensure 1:1 student to device ratio for all students.
- Trained teachers on utilizing educational technology software

2018-19 Actions/Services

- data and resources through online means.
- Purchase technology equipment to ensure 1:1 student to device ratio for all students.
- Train teachers on utilizing educational technology software
- Analyze technology use of technology using SAMR model in classroom observations

2019-20 Actions/Services

- data and resources through online means.
- Purchase technology equipment to ensure 1:1 student to device ratio for all students.
- Train teachers on utilizing educational technology software
- Analyze technology use of technology using SAMR model in classroom observations
- Train teachers on SAMR through professional development and in-class demos

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50000	\$50000	\$100000
Source	LCFF Base	LCFF Base	Supplemental and Concentration
Budget Reference	4000	4000	4000

# Action 12: Equity and Access

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Continuous monitoring of LCFF Evaluation Rubrics by Director of Curriculum and Instruction to ensure no equity issues exist among different student groups.
- Continuous monitoring of demographics of honors classes by Director of Curriculum and Instruction to ensure there are no equity issues among

**2018-19 Actions/Services**

- Continuous monitoring of LCFF Evaluation Rubrics by Director of Curriculum and Instruction to ensure no equity issues exist among different student groups.
- Continuous monitoring of demographics of honors classes by Director of Curriculum and Instruction to ensure there are no equity issues among

**2019-20 Actions/Services**

- Continuous monitoring of LCFF Evaluation Rubrics by Director of Curriculum and Instruction to ensure no equity issues exist among different student groups.
- Continuous monitoring of demographics of honors classes by Director of Curriculum and Instruction to ensure there are no equity issues among

2017-18 Actions/Services

different student groups in accessing higher-level course offerings.

- Ensured newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site).
- Continuous monitoring of differentiated supports- including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups- by Director of Curriculum and Instruction to ensure necessary supports are available to all students at all grade levels.
- Assess student performance at quarterly intervals for students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs.

2018-19 Actions/Services

different student groups in accessing higher-level course offerings.

- Ensured newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site).
- Continuous monitoring of differentiated supports- including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups- by Director of Curriculum and Instruction to ensure necessary supports are available to all students at all grade levels.
- Assess student performance at quarterly intervals for students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs.
- Identify one assessment source to determine students' language and content strengths and needs to math students to supports.

2019-20 Actions/Services

different student groups in accessing higher-level course offerings.

- Ensured newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site).
- Continuous monitoring of differentiated supports- including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups- by Director of Curriculum and Instruction to ensure necessary supports are available to all students at all grade levels.
- Assess student performance at quarterly intervals for students receiving intervention services to ensure that differentiated supports for students match students identified language and content strengths and needs.
- Identify one assessment source to determine students' language and content strengths and needs to math students to supports.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. See Goal 2, Action 8 2. \$315841	1. See Goal 2, Action 8 2. \$373641	\$402354

Year	2017-18	2018-19	2019-20
Source	<ul style="list-style-type: none"> <li>1. See Goal 2, Action 8</li> <li>2. LCFF Base</li> </ul>	<ul style="list-style-type: none"> <li>1. See Goal 2, Action 8</li> <li>2. LCFF Base</li> </ul>	LCFF Base
Budget Reference	<ul style="list-style-type: none"> <li>1. See Goal 2, Action 8</li> <li>2. 2000, 3000</li> </ul>	<ul style="list-style-type: none"> <li>1. See Goal 2, Action 8</li> <li>2. 2000, 3000</li> </ul>	2000, 3000

# Action 13: Advanced Students

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Ensured that course admittance for 100% of Middle School Students to honor classes follows appropriate protocol and uses objective measures (e.g. placement tests and course grades).
- Ensure that 100% of advanced students have opportunities to extend academic learning through elevated team roles

**2018-19 Actions/Services**

- Ensured that course admittance for 100% of Middle School Students to honor classes follows appropriate protocol and uses objective measures (e.g. placement tests and course grades).
- Ensure that 100% of advanced students have opportunities to extend academic learning through elevated team roles

**2019-20 Actions/Services**

- Ensured that course admittance for 100% of Middle School Students to honor classes follows appropriate protocol and uses objective measures (e.g. placement tests and course grades).
- Ensure that 100% of advanced students have opportunities to extend academic learning through elevated team roles

2017-18 Actions/Services

and responsibilities, bridging into higher level content classes, honors classes in Middle School, accelerated Math pathways, and the use of individualized online programs to extend content learning

2018-19 Actions/Services

and responsibilities, bridging into higher level content classes, honors classes in Middle School, accelerated Math pathways, and the use of individualized online programs to extend content learning

- Training on depth and complexity icons

2019-20 Actions/Services

and responsibilities, bridging into higher level content classes, honors classes in Middle School, accelerated Math pathways, and the use of individualized online programs to extend content learning

- Training on depth and complexity icons
- Provide each grade level with one release day to incorporate strategies on integrating depth and complexity across content.
- Pilot one unit per subject area that incorporates strategies on integrating depth and complexity across content.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	\$114544
Source	[Add source here]	[Add source here]	Supplemental and Concentration
Budget Reference	[Add budget reference here]	[Add budget reference here]	1000, 3000

# Action 14: Extracurricular Activities

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Offered a range of extracurricular activities to students at all grade levels including the following
- 5th grade students participated in week-long Science camp,
- Field trips for students in every grade level
- Theater/music performances for students in every grade level.
- Ensured that 100% of student can participate in extracurricular activities

**2018-19 Actions/Services**

- Offer a range of extracurricular activities to students at all grade levels including the following
- 5th grade students participate in week-long Science camp,
- Field trips for students in every grade level
- Theater/music performances for students in every grade level.
- Ensure that 100% of student can participate in extracurricular activities regardless of cost

**2019-20 Actions/Services**

- Offer a range of extracurricular activities to students at all grade levels including the following
- 5th grade students participate in week-long Science camp,
- Field trips for students in every grade level
- Theater/music performances for students in every grade level.
- Ensure that 100% of student can participate in extracurricular activities regardless of

**2017-18 Actions/Services**

regardless of cost of event and family's ability to pay for activity by working with community partners to cover participation fees for advertised events.

- Publicized low-cost and free theater/music performances and other cultural events to all families.
- Piloted CASA (Cultura, Aprendizaje, Servicio, Acción) elective and after-school leadership club for middle school students.
- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom.
- 

**2018-19 Actions/Services**

of event and family's ability to pay for activity by working with community partners to cover participation fees for advertised events.

- Publicize low-cost and free theater/music performances and other cultural events to all families.
- CASA (Cultura, Aprendizaje, Servicio, Acción) elective and after-school leadership club for middle school students.
- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom.
- Track student and family participation in extracurricular

**2019-20 Actions/Services**

cost of event and family's ability to pay for activity by working with community partners to cover participation fees for advertised events.

- Publicize low-cost and free theater/music performances and other cultural events to all families.
- CASA (Cultura, Aprendizaje, Servicio, Acción) elective and after-school leadership club for middle school students.
- Provide 100% of students and families with access to extracurricular activities free of charge to extend learning beyond the classroom.
- Track student and family participation in extracurricular
- Identify trends in student and family participation in extracurricular.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$40000	\$96425	\$112005
Source	LCFF Base	LCFF Base	Supplemental and Concentration
Budget Reference	5000	5000	5000

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

Modified Goal

## Goal 3:

**School Climate:** All students, staff, and parents have a healthy and safe school environment that fosters learning.

### State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic- Conditions of Learning, (3) Parental Involvement-Engagement, (5) Pupil Achievement- Pupil Outcomes, (6) School Climate- Engagement

Local Priorities: School Climate

### Identified Need:

Identified Need 3A: Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.

Identified Need 3B: Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, and progress reports)

Identified Need 3C: Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.

Identified Need 3D: Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety for all students.

Identified Need 3E: Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.

Identified Need 3F: Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.

Identified Need 3G: Provide access to a range of health and wellness services and supports for students and families.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly School Safety Procedures Feedback	All staff and students participate in monthly emergency drill procedures.	<ul style="list-style-type: none"> <li>- 100% of staff and students participated in monthly emergency drill procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of staff and students participate in monthly emergency drill procedures.</li> <li>- Continuously assess the physical environment to identify safety needs in new buildings</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of staff and students participate in monthly emergency drill procedures.</li> <li>- Continuously assess the physical environment to identify safety needs in new buildings</li> <li>- Collaborate with other agencies and community organizations to develop preventative measures and interventions and address assessed safety needs</li> </ul>
Chronic Absenteeism Rate  Every Day Counts Toolkit	Monitor attendance data.	<ul style="list-style-type: none"> <li>- Monitor attendance data and match families with necessary supports.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor attendance data and match families with necessary supports.</li> <li>- Utilize Every Day Counts toolkit to assess chronic absence policies</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor attendance data and match families with necessary supports.</li> <li>- Utilize Every Day Counts toolkit to assess chronic absence policies</li> <li>- Develop a team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				attendance patterns by grade, student sub-groups and classroom.
<p>Suspension Rate</p> <p>Expulsion Rate</p> <p>Middle School Drop Out Rate</p> <p>LCFF Suspension Metrics</p> <p>Teacher Feedback</p>	<p>High-fidelity implementation of school-wide Character Counts, a Character education and student development program, thorough monthly award assemblies.</p>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers implemented a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.</li> <li>- 8 days were lost to suspension</li> <li>- 0% middle school dropout rate</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.</li> <li>- Train 100% of TK-8 teachers on restorative practices</li> <li>- 7 days were lost to suspension</li> <li>- 0% middle school dropout rate</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of TK-8 teachers implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.</li> <li>- Train 100% of TK-8 teachers on restorative practices</li> <li>- 6 days were lost to suspension</li> <li>- 0% middle school dropout rate</li> <li>- Based on suspension data and teacher feedback, identify two focus areas to apply restorative practices and pilot in those areas</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Learning Walks Teacher Participation  Road Map Family Engagement Survey	Professional Development from Anaheim Union School District (AUSH) to learn about AUSD's Parent Learning Walk model	<ul style="list-style-type: none"> <li>- TK-2 teacher leaders observe at least one AUSD parent learning walks</li> </ul>	<ul style="list-style-type: none"> <li>- TK-2 teacher leaders observe at least one AUSD or EI Sol parent learning walk</li> <li>- Pilot two TK-2 Parent Learning Walks</li> <li>- Teacher leaders in grades 3-5 observe at least one AUSD or EI Sol parent learning walk</li> </ul>	<ul style="list-style-type: none"> <li>- TK-2 teacher leaders observe at least one AUSD or EI Sol parent learning walk</li> <li>- Pilot two TK-2 Parent Learning Walks</li> <li>- Teacher leaders in grades 3-5 observe at least one AUSD or EI Sol parent learning walk</li> <li>- Pilot two 3-5 parent learning walks</li> </ul>
Parent Survey Feedback  Staff Survey Feedback	Parents have open communication with Director of Community Life	<ul style="list-style-type: none"> <li>- Provided 100% of parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide 100% of parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.</li> <li>- Develop procedures to address concerns and complaints in collaboration with parents and the school community</li> </ul>	<ul style="list-style-type: none"> <li>- Provide 100% of parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.</li> <li>- Develop procedures to address concerns and complaints in collaboration with parents and the school community</li> <li>- Assess procedures to address concerns and complaints in collaboration with parents and the school community</li> </ul>
Food Pantry Application Data	Food pantry is in development, students receive physical education classes, health and education classes available for families.	<ul style="list-style-type: none"> <li>- Food pantry is open daily.</li> <li>- Support staff processed food pantry applications to ensure</li> </ul>	<ul style="list-style-type: none"> <li>- Food pantry is open daily.</li> <li>- Support staff process food pantry applications to ensure that no families face food insecurity.</li> </ul>	<ul style="list-style-type: none"> <li>- Food pantry is open daily.</li> <li>- Support staff process food pantry applications to ensure that no</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Wellness Policy Feedback		that no families face food insecurity.	<ul style="list-style-type: none"> <li>– Assess school policies to determine focus areas to refine school wellness</li> </ul>	families face food insecurity. <ul style="list-style-type: none"> <li>– Assess school policies to determine focus areas to refine school wellness</li> <li>– Identify community partners that can provide resources and support for necessary focus areas</li> </ul>

## Planned Actions / Services

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

# Action 15: School Safety

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Updated school safety protocols and classroom safety supplies.
- Informed parents of school safety procedures in the event of a crisis situation.
- Conducted monthly emergency procedure drills.
- Maintained updated emergency family contact information

**2018-19 Actions/Services**

- Update school safety protocols and classroom safety supplies.
- Inform parents of school safety procedures in the event of a crisis situation.
- Conduct monthly emergency procedure drills.
- Maintain updated emergency family contact information

**2019-20 Actions/Services**

- Update school safety protocols and classroom safety supplies.
- Inform parents of school safety procedures in the event of a crisis situation.
- Conduct monthly emergency procedure drills.
- Maintain updated emergency family contact information

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> <li>Continuously assess the physical environment to identify safety needs in new buildings</li> </ul>	<ul style="list-style-type: none"> <li>Continuously assess the physical environment to identify safety needs in new buildings</li> <li>Collaborate with other agencies and community organizations to develop preventative measures and interventions and address assessed safety needs</li> </ul>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 3, Action 14	\$408350	\$233565
Source	See Goal 3, Action 14	\$335893 (Supplemental and Concentration Funds); \$72457 (LCFF Base)	Supplemental and Concentration Funds
Budget Reference	See Goal 3, Action 14	2000, 3000	2000, 3000

# Action 16: Attendance

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Monitor attendance data and match families with necessary supports.

**2018-19 Actions/Services**

- Monitor attendance data and match families with necessary supports.
- Utilize Every Day Counts toolkit to assess chronic absence policies

**2019-20 Actions/Services**

- Monitor attendance data and match families with necessary supports.
- Utilize Every Day Counts toolkit to assess chronic absence policies
- Develop a team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendance

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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patterns by grade, student sub-groups and classroom.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$92960	\$99034
Source	NA	LCFF Base	LCFF Base
Budget Reference	NA	2000, 3000	2000, 3000

# Action 17: School Climate

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Implemented a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.

**2018-19 Actions/Services**

- Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.
- Train teachers on restorative practices

**2019-20 Actions/Services**

- Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.
- Train teachers on restorative practices
- Based on suspension data and teacher feedback, identify two focus areas to apply restorative practices and pilot in those areas

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82411	See Goal 3, Action 15	\$100,800
Source	LCFF Base	See Goal 3, Action 15	Supplemental and Concentration
Budget Reference	2000, 3000	See Goal 3, Action 15	2000, 3000

# Action 18: Parent Engagement

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

- TK-2 teacher leaders observed AUSD parent learning walks

**2018-19 Actions/Services**

- TK-2 teacher leaders observe AUSD or EI Sol parent learning walk
  - Pilot TK-2 Parent Learning Walks
- Teacher leaders in grades 3-5 observe AUSD or EI Sol parent learning walk

**2019-20 Actions/Services**

- TK-2 teacher leaders observe AUSD or EI Sol parent learning walk
- Pilot TK-2 Parent Learning Walks
- Teacher leaders in grades 3-5 observe AUSD or EI Sol parent learning walk
- Pilot 3-5 parent learning walks

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 6	See Goal 1, Action 3	See Goal 1, Action 3
Source	See Goal 2, Action 6	See Goal 1, Action 3	See Goal 1, Action 3
Budget Reference	See Goal 2, Action 6	See Goal 1, Action 3	See Goal 1, Action 3

# Action 19: Responsiveness to Family Needs

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Provided parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.

**2018-19 Actions/Services**

- Provided parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.
- Develop procedures to address concerns and complaints in

**2019-20 Actions/Services**

- Provide parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life.
- Develop procedures to address concerns and complaints in collaboration with parents and the school community

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

collaboration with parents and the school community

- Assess procedures to address concerns and complaints in collaboration with parents and the school community

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6
Source	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6
Budget Reference	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6

## Action 20: Health and Wellness

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

- Staffed food pantry daily.
- Support staff processed food pantry applications to ensure that no families face food insecurity.

**2018-19 Actions/Services**

- Staff food pantry daily.
- Support staff process food pantry applications to ensure that no families face food insecurity
- Assess school policies to determine focus areas to refine school wellness

**2019-20 Actions/Services**

- Staff food pantry daily.
- Support staff process food pantry applications to ensure that no families face food insecurity
- Assess school policies to determine focus areas to refine school wellness
- Identify community partners that can provide resources and support for necessary focus areas

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$59813	\$64805
Source	NaA	LCFF Base	LCFF Base
Budget Reference	N	2000, 3000	2000, 3000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$1,952,902

27.01%

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).

EI Sol believes that all students can and will succeed with the support of our comprehensive system that delivers its curriculum and learning supports for all students. Of our 906 students, more than 70% qualify as socioeconomically disadvantaged, more than 50% are classified as English Language Learners, and 0.2% are classified as foster youth. With the specific needs of these subgroups in mind, EI Sol is leveraging the following services/actions to ensure successful student achievement outcomes for all unduplicated pupils:

- 100% of TK-8 teachers consistently integrating research-based English Language Development aligned with ELD standards targeting language needs of all language learners.
- Comprehensive services and supports for 100% of foster care students, 100% of students with disabilities, and 100% of students not meeting grade-level academic performance measures
- After-school programming combining intervention and enrichment activities for students. Implement Parent Learning Walks (PLWs) 3 times a year, an innovative parent engagement program that brings parents into the classroom to engage with and observe our instructional practices
- Implement Teacher Learning Walks 3 times a year to provide teachers with the opportunity to reflect on their practice, refine their craft, and collaborate with colleagues around instructional strategies that meet the needs of all learners

# Addendum

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

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

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

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

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

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

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

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

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

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

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

## **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?