

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Almond Acres Charter
Academy

Contact Name and Title

Bob Bourgault

Executive Director

Email and Phone

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2017-20 Plan Summary

The Story

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

Almond Acres Charter Academy (AACA) is a K-8 school serving approximately 300 students located in the norther part of the San Luis Obispo county. Students come from seven school districts within the north county. The demographics are representative of the entire north county.

AACA's mission is Grow Great Kids by integrating service/project based learning with the state academic standards. Moreover, supporting the effort of families to nurture positive and productive citizens is essential to all academic success. By identifying and nurturing the unique and valuable intelligences of every child, their disposition to learn and develop into a whole child; heart, mind, body, and soul is achieved.

LCAP Highlights

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

After the recent completion of the charter's five year charter renewal and full accreditation by the Western Association of Schools and Colleges, AACA has a complete analysis of the strengths and struggles of the school. The process of completing these reports has enlightened stakeholders to the programs and practices that strengthen student achievement, as well as the areas needing improvement. Key features of the successful student achievement include; explicit instruction and experience with intellectual and personal habits of mind, integration of academic standards and service/project based learning, and a ubiquitous philosophy honoring the whole child; heart, mind, body, and soul. The published

mission statement summarizes these key ideas.

Growing Great Kids by:

- * Affirming the strengths and struggles of TeRRiFiC citizens.
- * Stretching positive and productive habits of mind.
- * Celebrating the awakening of creativity.

Areas of improvement include: restorative justice practices that minimize negative behaviors and enhance citizenship, the improvement of technology infrastructure, and the acquisition of a more comprehensive facility to serve the philosophy of the school.

Review of Performance

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

Greatest Progress

Areas of growth and strength include;

- Service/Project Based learning – S/PBL units of study in all grade levels has enhanced student achievement with the integration of meaningful experiences and core academic standards.
- Family Participation – Synergy between families and the school has established common language and learning practices to improve student achievement.
- Ubiquitous adherence to the school's mission and vision – Every child, teacher, administrator, parent, and support personnel understand and work toward the achievement of the mission and vision of the school to Grow Great Kids!
- Pedagogically sound Formation of Learning framework – Each learning experience is formulated to achieve maximum learning by adhering to the sound pedagogical design of the school's Formation of Learning framework.

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

Greatest Needs

After careful analysis of the school through the accreditation process and charter renewal, and LCFF Evaluation Rubrics, a number of areas were identified as needing continuous improvement. They include:

- School Facilities – The current school site lacks adequate facilities to meet the philosophical and practical needs of the school’s charter, mission, and vision.
 - Social Emotional Learning – Restorative practices can be more fully attained using a comprehensive SEL system. Together, with a complete school wide PBIS system in place, student behavior will be more conducive to the personal and academic achievement of every student.
 - Continued integration of S/PBL and academic standards – After a substantial improvement in the S/PBL implementation, additional efforts are needed to more completely integrate these systems into all grade levels multiple times each year.
 - Enhanced Family participation programs – The development of a wider range of media to promote family participation and effective learning strategies in the home will increase synergy between the home and school.
 - Technology Infrastructure – The current communications and internet infrastructure inhibits the full use of and applications of 21st century technologies in the classroom. Lack of site support to maintain and improve these technologies is causing regression of use instead of the advancement of.
- * School suspensions are “yellow” in the LCFF rubric. The status reports “very high” at 7.4% and the change has shown a significant decline of 2.5%.

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

Performance Gaps

Suspensions for students who are socioeconomically disadvantaged is below the school average by one level.

Efforts to improve this indicator include:

1. Increase curriculum, instruction, and assessment strategies within our Social Emotional Learning (SEL) efforts.
2. Implement a CASEL approved program for SEL.
3. Implement a School Wide Positive Behavioral Intervention and Support program.
4. Provide individual counseling for socioeconomically disadvantaged students from a school psychologist or school counselor.

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

Increased or Improved Services

Social Emotional Learning programs will directly support disadvantaged students by providing opportunities to communicate areas of need and connecting to appropriate available resources. Increased counseling services and classroom SEL systems will identify disadvantaged students in need of counseling services. The hiring of a Support Services Director will assist with the integration of MTSS and PBIS systems within the school. The Director will have the ability to monitor SEL programs and assess the dispositions of disadvantaged students.

Family participation programs and activities will be enhanced by providing additional mediums to share

learning and child development practices used by the school.

Access to technologies needs greater connection integrity throughout each grade level. Second language acquisition opportunities are limited to voluntary participation in online or computer based programs. ELL instruction is provided to all second language learners, but increased opportunity for all students is desired.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$3,067,051

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

\$209,268

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

General fund expenditures for all compensation and benefits to employees is not fully included within the LCAP. Specific staffing and program expenses are listed in the plan. All compensation and benefits allocated to faculty, staff, and administration will be supporting the achievement of the LCAP goals. Likewise, much of the expense toward materials, supplies, and operating costs will support LCAP goals.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$127,809

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Social Emotional Learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Improve the social emotional wellbeing and citizenship behaviors of all students by integrating Social Emotional Learning (SEL) lessons and activities into core academic lessons for all grades Kindergarten through 8th grade. (AACA Focus: Heart)

- 100% of classes implemented the Morning Meeting SEL system.
- 100% of classes implemented the weekly Group Meeting SEL system.
- An SEL teacher survey was conducted in the fall and spring. The scores were 106/200 and 144/200 respectively. This was a 19% increase over the course of the year.
- Metrics to measure discipline incidents were not quantified and anecdotal data was inconclusive.
- A Developmental Assets Survey was conducted in June. Results of the survey have not yet been compared to the previous years' survey.

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

Hire a part-time Teacher on Special Assignment (TOSA) to implement a school-wide integrated Social Emotional Learning Program.

Actual Actions/Services

The TOSA that was hired focused on SEL 90% of the time throughout the school year.

Budgeted Expenditures

\$35,000

Estimated Actual Expenditures

\$27,000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide two days of professional development in August for all teachers, para educators, and administrators.

All staff participated in training led by the SEL TOSA and Executive Director before school started.

\$9000

\$9000 (Certificated & Management salary and benefits)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase classroom SEL curriculum and assessments.

SEL curriculum, including books, materials, and resources were purchased for the Kimochis program and Morning and Class Meetings.

\$1000

\$1000

AACA currently uses the Developmental Assets Profile (DAP) through the Search Institute to survey all 4th-8th graders in the spring. AACA also uses grade level appropriate student surveys that become part of the students' Personalized Learning Portfolios (PLP).

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Provide ongoing trainings during early release days to monitor, assess, and enhance the teachers' abilities to integrate the SEL activities into core academic standards.

Actual Actions/Services

AACA dedicated more time to SEL training and implementation than originally planned.

September Staff Development included a site visit from Ellen Dodge, creator of Kimochis, where she trained the entire staff (including all support staff in office, playground, etc.) during Early Release.

October Staff Development included a half day with teachers to build on the foundation and refine implementation in the classroom. A Morning Meeting was modeled with the teachers to set disposition, a Class Meeting was modeled to work through the problem solving process regarding SEL, and classroom management was evaluated.

February Staff Development included a half day for teachers

Budgeted Expenditures

\$8000

Estimated Actual Expenditures

\$1,000 for site visit, staff training, and parent training by Ellen Dodge, creator of Kimochis
 \$1,030(2 hours of staff pay)
 \$9,000 (1 day of Certificated & Management salary and benefits)
 Total: \$11,030

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

where PBIS and classroom management were connected to SEL.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide 2 family workshops and 10 weekly posts from the director highlighting SEL information and strategies.

Many of the Executive Director's weekly posts to all families include SEL topics. Ellen Dodge, creator of Kimochis, trained parents during an evening meeting on the Kimochis Program and Keys to Communication. Two other family meetings focused SEL topics. SEL topics are also highlighted through Social Media

\$1000

\$1000 (Executive Director's time)

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.

A Teacher On Special Assignment (TOSA) was hired at the start of the fiscal year. Multiple trainings were completed prior to the start of the school year. All faculty members attended these trainings. Materials were distributed and SEL lessons were modeled by the TOSA. The implementation of a daily "Morning Meeting" was instituted in all classes K-8. The TOSA visited each class to monitor and coach all teachers in order to facilitate complete implementation. The author of the current SEL system (Kimochis) also visited the school for two days to enhance training and provide teach parents how to use the systems. Continued training during PLC days has provided multiple follow up trainings for all teachers.

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

The achievement of this goal exceeded expectations. The expertise and implementation efforts of the TOSA was effective in all classes. Teachers, students, and families integrated SEL principles and practices within daily class and home activities. The professional development provided assisted the faculty and staff to fully implement Kimochis and daily meeting systems. Survey results expressed strong implementation. Metrics for discipline incidents was not collected with fidelity and therefore provided inconclusive results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures for the SPED TOSA were lower than anticipated due to the TOSA covering two general education classes for 10% of the school year because of unexpected teacher leaves.

The expenditures for the SEL training were higher than anticipated due to AACA being able to secure the creator of Kimochis for an all staff and parent training. This professional development was provided at a discounted rate; however, AACA was not expecting to pay for the faculty and staff's time

because this was an unplanned opportunity.

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.

No changes were made to the expected outcomes, metrics, or actions and services as outlined within the initial plan. Changes are being made to the 2018.19 plan to reflect the findings and effectiveness of the current plan.

Goal 2

Service Project Based Learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Improve academic achievement by enhancing the integration of core academic standards into Service/Project Based Learning (S/PBL) experiences in all grade levels. (AACA Focus: Mind and Soul)

Objectives:

- Improve academic achievement by 5%ile points for each student.
- Improve each student's disposition to learn by 10%ile points.

Actual

All students received instruction using the SPBL model in two or more units of study during the year. The expectation was to complete 18 units of study. In fact 25 were completed, exceeding expectations. Three different grade levels completed more that two units.

As a direct outcome of SPBL units there has been more use of the Maker Space and a Caring Club was started. Caring Club raised 371.76 through a lunch time game day. The money was raised for the Wounded Warriors. The president of the club is in 1st grade. All grade levels participated in the games at lunch time. Maker space was used to create the games. It was open at lunch time for the week prior to give all club members the opportunity to make the

Expected

Actual

games.

Maker space was also open to support the K door decorating challenge related to their SPBL: How do I make an impact? All grade levels participated and the doors were judged by rubric developed by the K students.

Maker space was used for the 8th grade SPBL Unit: What is the value of art?

An important part of SPBL units is the use of experts and the community. During this school year we had 49 Partnerships/ guest speakers.

Quantitative reports to measure the objectives related to academic achievement have not been completed. Local academic achievement results are attached. A comparative analysis between the current and previous year is being produced this summer.

The Developmental Assets Profile report measuring student disposition will be available at the end of the summer.

Student engagement and participation in SPBL projects showed a marked increase in terms of projects completed, participation in Destination Imagination, and school wide programs using the Maker Space. Destination Imagination teams increased from five to seven this year and one of the teams qualified to compete at the Global competition.

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

Retain part-time TOSA position for SPBL implementation.

Actual Actions/Services

A part-time SPBL TOSA continued to further develop implementation throughout the school year.

Budgeted Expenditures

\$40,000

Estimated Actual Expenditures

\$39,655 SPBL TOSA's salary

Action 2

Planned Actions/Services

Hire highly qualified faculty

Actual Actions/Services

Current faculty is in compliance regarding requirements for positions.

Budgeted Expenditures

\$1,000,000 in salaries.

Estimated Actual Expenditures

\$1,169,350 (All teachers' salaries and benefits not incl. TOSAs)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide SPBL professional development for all teachers, for a total of 4 days of training in the year.

A total of 5 days of professional development was provided to all teachers in a variety of ways:

One full day of SPBL training provided before the start of school

SPBL training for teachers during Early Release Days once per trimester

A release day was given to each teacher once per trimester in order for grade level partners to work together and collaborate with the SPBL TOSA to plan their SPBL units.

\$18,000

5 days of teachers' salaries-- embedded in Action 2
 SPBL TOSA's time (5+48=53 days)--embedded in Action 1
 Sub cost for 16 teachers x 3 days = 48 days x \$120/day = \$5,760

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide materials and supplies for SPBL units

Materials and supplies were purchased for SPBL units, including books and STEAM materials.

\$5,000

\$5,097

Action 5

Planned Actions/Services

Purchase online audio and video conferencing tools to share family/school learning strategies.

Actual Actions/Services

License for Go To Meeting video conferencing.

Budgeted Expenditures

\$1000

Estimated Actual Expenditures

\$468

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.

The SPBL TOSA position was continued as a .5 FTE for the entire year.
Staff development days were allocated at the start of the year to implement SPBL strategies.
Three release days were provided to each teacher to collaborate with the TOSA and prepare SPBL units.
All units of study were correlated to grade level standards in multiple subject areas and aligned to Common Core Maps.
Materials, supplies, and field studies were acquired to support all SPBL units.

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

SPBL units of study were highlights of the school year. Noted within teacher and student surveys, SPBL was identified as the most powerful learning experiences of the year. Additionally, family participation in these units was consistently stronger than other activities in the school. Field studies, DI tournaments, and the Maker Fair were supported heavily by family participation and resource support. Academic achievement data is still being analyzed, but the local achievement reports (attached) express positive growth for most grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers' salaries and benefits were 17% higher than originally anticipated.

The professional development expenditures were lower than anticipated due to the SPBL TOSAs and faculty's salaries embedded in other actions. Additionally, all training was completed in house without the use of any outside consultants, resulting in lower expenditures.

AACA did not purchase any additional audio or video equipment, and instead used what had already been purchased, along with the GoTo subscription, in order to share strategies with families.

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

The actions for this goal remained the same. AACCA did measure success by the number of completed units, community connections, and field trips related to PBL. Additionally, a rubric has been developed to measure teachers' proficiency and growth in the area of PBL. Teachers reflect on all aspects of PBL, as well as the 8 elements of PBL. This data has given AACCA a baseline in order to improve in key areas and better provide support to the teachers.

Goal 3

21st Century Learning Skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Improve 21st century learning skills in all grades. (AACA Focus: Body & Mind)

Objectives:

- Provide maximum internet connectivity to every classroom.
- Enhance the integration of 21st century skills into every unit of study.

All classrooms now have complete and consistent connectivity to the internet.

Within our middle school classes there is a 1:1 ratio of devices to students.

Digital Citizenship was earned for the 3rd year with Common Sense Media.

All middle school classes use Google Classroom to manage curriculum, instruction, and assessment systems.

The "Four C's" (Collaboration, Communication, Creativity, and Critical Thinking) are integrated into all project based learning units for all grade levels.

An area that we are not satisfied with yet is student use of the most effective and appropriate websites and apps related to content standards and projects.

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

Improve network connectivity to the entire campus.

Have 50 megabytes of bandwidth increased amount of Meraki wi-fi boosters to one per building technicians hired to reconfigure wi-fi systems

\$1,200

Differential pay for increased bandwidth = \$106/monthly = \$1,272 annually
 Boosters = \$128.42
 Technicians = \$0 due to in-kind donation (\$2,600) for all consulting work
 Total = \$1,400.42

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide professional development for all faculty from technology/digital citizenship lead teacher in the use of the ETC Portal.

The technology lead for the county provided training for all teachers on how to use the ETC portal before the start of school.

\$6,000
 Teacher time and cost of ETC Portal

2 hours of teachers' pay = \$1,540
 ETC Portal = \$0 because embedded in oversight fee

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide Google Classroom training for all grade level teachers.

Teachers continue to be trained in Google. This year, the employee handbook and all teacher materials, resources, and tasks are organized and shared via Google. The fourth and fifth grade classes are exposed to Google, while the middle school students and teachers used Google Classroom throughout the entire school year.

\$6,000

\$0

Action 4

Planned Actions/Services

Purchase additional equipment including Chromebooks, Apple TVs, and iPads.

Actual Actions/Services

AACA purchased the following technological devices:
 54 Chromebooks
 1 Apple TV

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

Chromebooks = \$12,188
 Apple TV = \$149
 Total = \$12337

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Network connectivity was secured in all classes by the spring semester.

Professional develop was provided to all teachers at the start of the year and during multiple PLC early release days to implement Digital Citizenship goals and use of the ETC Portal.

New devices were added to each classroom to augment the device:student ratio to 1:1

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

Network connectivity was improved dramatically. Last year connectivity was limited in many classrooms and failed often in a few. This year the connectivity was very good in all classes after new equipment and technical support was provided.

The lead teacher for technology coached all teachers throughout the year to support Digital Citizenship goals and the use of the ETC Portal. Fidelity to the use of these resources is not yet consistent with all teachers. Additional work needs to be done to discover ways to coach all teachers in the efficiency of these tools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increasing the network connectivity would have cost far more than anticipated; however, AACA received an in-kind donation for the technicians to provide the service to our school.

The professional development expenditures were less than anticipated due to the training being completed in house without the use of any outside consultants. Additionally, the ETC Portal fees were embedded in the oversight fee for our authorizer.

AACA did purchase more technology than originally anticipated.

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.

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

During the 2016/17 school year AACA submitted a five year Charter Renewal Petition to the authorizing district and a formal Self Study to the accrediting commission of the Western Association of Schools and Colleges (WASC). Each of these reports required that the school analyze the strengths and struggles AACA. Stakeholder engagement was critical to the process and yielded a very clear understanding of the school's achievements and areas needing improvement. Starting in the spring of 2016 stakeholders completed surveys, reviewed achievement data, discussed various perspectives related to the data, and developed goals to increase student achievement and the overall organizational health of the school. AACA continues to use this data to drive goals, including annual stakeholder surveys.

Concurrent with the petition and self study, AACA has implemented a number of regularly held stakeholder forums to monitor and assess progress toward the mission, vision, and goals of the school. These regularly held meetings include:

- A weekly post from the Executive Director and continuous communication from staff and faculty to all families via ParentSquare, a parent portal.
- A daily staff meeting is held every morning for 10 minutes. This meeting allows for brief updates and opportunities to express areas of need.
- A daily whole school meeting is held each morning to affirm, stretch, and celebrate student achievement.
- The administrative team meets twice a week to monitor and assess progress toward school goals.
- The Director's Cabinet Team meets twice a month to discuss grade span strengths and struggles as well as the general organization health of the school.
- Each month the entire faculty and staff meet to develop organizational health and examine progress toward school-wide goals.
- The Program Site Council (PSC) meets twice a month to review parent participation programs and supports for school-wide events.
- The AACA Board of Directors meet at least once a month with additional committee meetings throughout the month. Progress toward the 2017/18 LCAP goals are review regularly.

- Parent meetings are held every other month to discuss the heart, mind, body, and soul of the school and to provide training to support home to school synergy.
- Anonymous surveys are collected from students, families, and faculty to assess progress on school goals. These surveys are collected mid-year and end of year.

Impact on LCAP and Annual Update

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

Each of the above-mentioned consultations has provided unique perspectives from each of the stakeholder groups. These perspectives are discussed at various meetings and have helped to develop goals and action steps toward the improvement of the school's organizational health and student achievement. The findings from the notes and surveys from these stakeholders has clearly revealed areas of strength and areas of struggle. Obvious trends have come from these findings, leading us to clear goals for the upcoming LCAP annual plan. Specific trends in the areas of behavioral management, technology, and school facilities were identified by each of the stakeholder consultations. Recommendations from stakeholder input reveals the need for greater effort and achievement in the area of school wide positive behavioral intervention systems.

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)

Modified

Goal 1

Improve the social emotional wellbeing and citizenship behaviors of all students by integrating Social Emotional Learning (SEL) lessons and activities into school wide cultural practices and core academic lessons. (AACA Focus: Heart)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Identified Need:

- The need for increased and improved SEL services to students has been identified through the following stakeholder inputs:
- WASC evaluation determined a need for continuity and consistency in school SEL programs and services.
 - Suspension data and daily behavior referrals shows a need for improved SEL behavioral skills.
 - LCAP surveys from families report a desire to improve the consistency of discipline and behavior interventions and supports.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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1. Improve the Developmental Asset Profile score by 5% for all students and 10% for unduplicated students
 2. 100% participation with Morning Meetings in all classes.
 3. Implement SEL assessment systems from The Leader In Me program.

1. DAP survey - TBD
 2. 100% participation with Morning Meetings in all classes.
 3. Implement SEL assessment systems designed by TOSA and the CASEL competencies.

N/A

1. DAP survey - TBD
 2. 100% participation with Morning Meetings in all classes without the TOSA position.
 3. Implement SEL assessment systems designed by Leader In Me and the CASEL competencies.

1. DAP survey - TBD
 2. 100% participation with Morning Meetings in all classes without the TOSA position.
 3. Implement SEL assessment systems designed by Leader In Me and the CASEL competencies.

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

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Employ a teacher to lead SEL initiatives to further implement a school-wide integrated Social Emotional Learning program.

Retain a teacher to lead SEL initiatives to further implement a school-wide integrated Social Emotional Learning program.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

\$5,700

\$5,700

Year	2017-18	2018-19	2019-20
Source	N/A	Certificated Salaries	Certificated Salaries
Budget Reference	N/A	1000	1000

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide two days of professional development in August for all staff that focuses on the 7 Habits of Highly Effective People through the Leader in Me program. Emphasis on the needs of unduplicated students is highlighted in the training and instructional strategies. Provide ongoing trainings during early release days to monitor, assess, and enhance the teachers' abilities to integrate the SEL activities into core academic standards.

2019-20 Actions/Services

Provide two days of professional development in August for all staff that focuses on the 7 Habits of Highly Effective People through the Leader in Me program. Emphasis on the needs of unduplicated students is highlighted in the training and instructional strategies. Provide ongoing trainings during early release days to monitor, assess, and enhance the teachers' abilities to integrate the SEL activities into core academic standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Leader-in-Me Training = \$12,000	\$10,000
Source	N/A	Professional Development	Consultants and licences
Budget Reference	N/A	5000	5000

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	N/A		
Source	N/A		
Budget Reference	N/A		

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Have all teachers create an SEL goal with their Professional Educator Portfolio, which are monitored by the Program Director, CIA TOSA, and SEL Lead Teacher.

Have all teachers create an SEL goal with their Professional Educator Portfolio, which are monitored by the Program Director, CIA TOSA, and SEL Lead Teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	2 days for Program Director = $\$367 \times 2 = \734 2 days for CIA TOSA = $\$327 \times 2 = \654 Total = $\$1388$ --embedded in Goal 2, Action 1	2 days for Program Director = $\$378 \times 2 = \756 2 days for CIA TOSA = $\$337 \times 2 = \674 Total = $\$1,430$
Source	N/A	Certificated Salaries	Certificated Salaries
Budget Reference	N/A	1000	1000

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

New

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Use MTSS grant that was awarded by OCDE (Orange County Department of Education) to successfully implement a cohesive MTSS program. The program includes social, behavioral, and academic differentiation for individual students.

2019-20 Actions/Services

Continue to use MTSS grant that was awarded by OCDE (Orange County Department of Education) to successfully implement a cohesive MTSS program. The program includes social, behavioral, and academic differentiation for individual students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0 = Awarded \$25,000 as a single LEA for 3 years; 1st year = \$19,939	\$0 = Awarded \$25,000 as a single LEA for 3 years; 2nd year = \$2,530
Source	N/A	Grants	Grants
Budget Reference	N/A	8000	8000

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Develop a comprehensive school-wide PBIS System.

Refine and continue to implement a comprehensive school-wide PBIS System.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$200	\$200
Source	N/A	Printed Materials	Printed Materials
Budget Reference	N/A	5000	5000

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

Modified

Goal 2

Improve academic achievement by enhancing the integration of core academic standards into Service/Project Based Learning (S/PBL) experiences in all grade levels. (AACA Focus: Mind and Soul)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Identified Need:

A comprehensive effort to develop Service Project Based Learning units was initiated in 2017. The school has seen strong improvements in the development of grade level units of study. Teachers are planning units that align academic standards, common core maps, and local service needs into curriculum and instruction. Each year the number and scope of the units has increased and continues to improve student achievement and stakeholder engagement. Adding additional units to each class will further align standards with authentic and engaging learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

1. SPBL rubric scores.
2. Number of completed units.
3. Number of local partnerships.
4. Individual academic achievement rates.

1. The average score on the SPBL rubric for the eight elements was 2.9 out of 4.
2. Twenty-five units were completed, the expectation was eighteen.
3. Forty-five partnerships.
4. Increase individual academic achievement rates. Current rates are being calculated and will be available in the fall.

N/A

1. An average score of 3 or higher out of 4.
2. Twenty-five units.
3. Maintain forty-five partnerships.
4. Increase individual academic achievement rates. Current rates are being calculated and will be available in the fall.

1. An average score of 3 or higher out of 4.
2. Twenty-five units.
3. Maintain forty-five partnerships.
4. Increase individual academic achievement rates. Current rates are being calculated and will be available in the fall.

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

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Retain a Program Director, part-time PBL Teacher on Special Assignment (TOSA) and hire a full-time Curriculum Instruction and Assessment Teacher on Special Assignment (TOSA) to further develop a school-wide SPBL curricula.

Retain a Program Director, part-time PBL Teacher on Special Assignment (TOSA) and a full-time Curriculum Instruction and Assessment Teacher on Special Assignment (TOSA) to further develop a school-wide SPBL curricula.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	.8 FTE Program Director = \$30,995 (50% of salary) .5 FTE PBL TOSA = \$41,102 1 FTE Curriculum, Instruction, and Assessment TOSA = \$62,374 TOTAL = \$134,471	Program Director = PBL TOSA = \$42,850 Curriculum, Instruction, and Assessment TOSA = \$65,275 TOTAL =
Source	N/A	Certificated Salaries	Certificated Salaries
Budget Reference	N/A	1000	1000

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide ongoing trainings during early release days and time for grade level teams to work with TOSAs to further develop SPBL units.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	SPBL & CIA TOSAs' salaries-- embedded in Goal 2, Action 1 Teacher salaries for 3 days = \$14,301 45 days for subs @ \$120/day = \$5,400 Total = \$19,701	Subs---Teacher salaries for time spent?
Source	N/A	Certificated Salaries	

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	1000	

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	Purchase classroom SPBL curricula.	N/A
-----	------------------------------------	-----

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$750	resources
Source	N/A	Books and Supplies	
Budget Reference	N/A	4000	

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Have teachers create an SPBL goal, which is monitored by the Program Director, SPBL and CIA TOSAs.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Program Director and TOSAs' time to monitor--embedded in Goal 2, Action 1	
Source	N/A	Certificated Salaries	
Budget Reference	N/A	1000	

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Examine current SPBL themes and make revisions to create common themes for year long planning and grade level progression within SPBL units, which will help students make stronger connections to the content being covered. Implement SPBL based on differentiation between grade level clusters to

N/A

support a learning continuum across grades K-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	PBL and CIA TOSAs' salaries embedded in Goal 2, Action 1	
Source	N/A	Certificated Salaries	
Budget Reference	N/A	1000	

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide access to the school MakerSpace to all grade levels.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	PBL TOSA's salary to facilitate-- embedded in Goal 2, Action 1	
Source	N/A	Certificated Salaries	
Budget Reference	N/A	1000	

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

Modified

Goal 3

Improve 21st century learning skills in all grades. (AACA Focus: Body & Mind)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Identified Need:

Improve the application and appropriate use of 21st century skills and resources. Current use of these skills and resources is limited by availability and knowledge of effective and appropriate tools. Access for all students to these skills and resources is sometimes limited outside of school hours.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Connectivity integrity is measured by bandwidth availability and network equipment.	All classrooms have the equipment and connectivity to the network.	N/A	Maintain adequate bandwidth functioning equipment in each classroom. 100% of teachers use the iO Student Assessment System to monitor student data. 75% of teachers consistently use the CC Pensieve to track conferring sessions with students.	Maintain adequate bandwidth functioning equipment in each classroom. 100% of teachers use the iO Student Assessment System to monitor student data. 100% of teachers consistently use the CC Pensieve to track conferring sessions with students.
---	--	-----	--	---

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

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

Source

N/A

Budget Reference

N/A

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide ongoing trainings during early release days to monitor, assess, and enhance students access and use of educational technologies. Provide teacher trainings on the use of multiple uses and

2019-20 Actions/Services

N/A

application of the county Educational Technology Center Portal (ETC Portal). Use SEL and SPBL trainings to further develop the integration of Communication, Collaboration, and Creativity. Provide specific teacher training on the use of Thinking Maps to improve Critical Reasoning skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Program Director's and CIA & PBL TOSAs' salaries--embedded in Goal 2, Action 1	
Source	N/A	Certificated Salaries	
Budget Reference	N/A	1000	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Purchase ETC Portal accounts for all grades.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$2,000

Source

N/A

Software

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	4000	

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Have all teachers create a 21st Century goal, which is monitored by the Program Director and CIA TOSA.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Program Director's and CIA TOSA's salaries; embedded in Goal 2, Action 1	
Source	N/A	Certificated salaries	Certificated salaries
Budget Reference	N/A	1000	Certificated salaries

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide teachers and parents resources through Common Sense Media and continue to be recognized as a Digital Citizenship School, by completing all necessary requirements including teaching the differentiated curricula to grades K-8.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Portion of Tech Lead Teachers' Salary = \$3,800	
Source	N/A	Certificated Salaries	

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	1000	

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Purchase, train teachers, and implement the IO Student Assessment System (SAS) and CC Conferring Pensieve through The Daily CAFE to monitor, assess, and communicate student achievement in all academic areas, and collaborate with parents and teachers to provide intervention based on individual student needs.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Cost of IO System = \$2,822 CC Conferring Pensieve subscription for 16 teachers = \$624 Total = \$3,446	
Source	N/A	Software	
Budget Reference	N/A	4000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$120,000

5.54%

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.

Actions to directly serve unduplicated students included:

Increase in individual and group counseling

Development of Social Emotional Learning Program to include Morning and Class Meetings, as well as use of SEL curriculum, especially Kimochis and Keys to Communication

Development of SPBL Units that include differentiation, service components, and field trips

Purchase of technological devices, allowing for individualized instruction and differentiation through website, applications, and Google Classroom

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$127,809

Percentage to Increase or Improve Services

5.72%

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.

Actions to directly serve unduplicated students will include:

- Leader-in-Me Training, including the 7 Habits of Highly Effective People
- MTSS grant for social, behavioral, and academic differentiation for individual students
- Development of a school-wide PBIS System
- Refinement of SPBL Units to create common themes and grade level progression
- Integration of 4Cs into SBPL Units
- Analysis of data through the IO Student Assessment System
- Tracking and monitoring of student progress through the CC Conferring Pensieve