# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
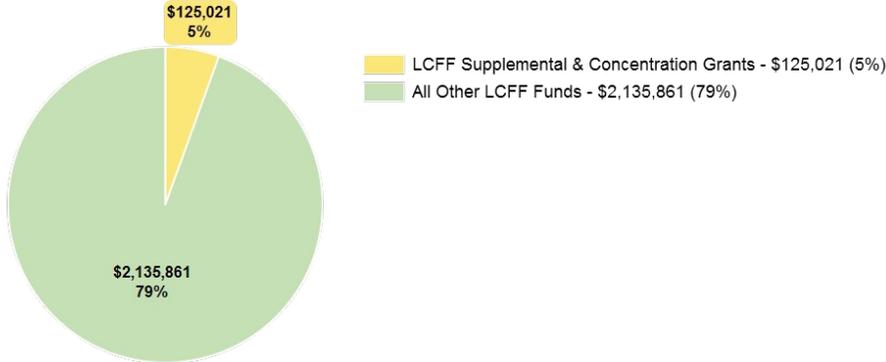
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source
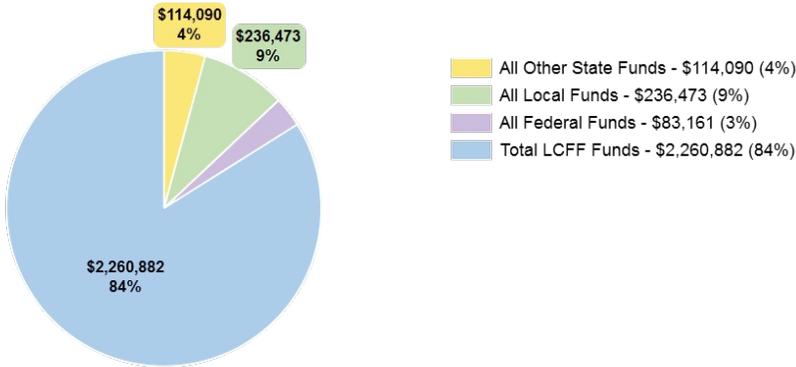
Source	Funds	Percentage
All Other State Funds	$114,090	4%
All Local Funds	$236,473	9%
All Federal Funds	$83,161	3%
Total LCFF Funds	$2,260,882	84%

Breakdown of Total LCFF Funds

LCFF Supplemental & Concentration Grants - $125,021 (5%)
All Other LCFF Funds - $2,135,861 (79%)

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$125,021	5%
All Other LCFF Funds	$2,135,861	79%

These charts show the total general purpose revenue Almond Acres Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Almond Acres Charter Academy is $2,694,606, of which $2,260,882 is Local Control Funding Formula (LCFF), $114,090 is other state funds, $236,473 is local funds, and $83,161 is federal funds. Of the $2,260,882 in LCFF Funds, $125,021 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
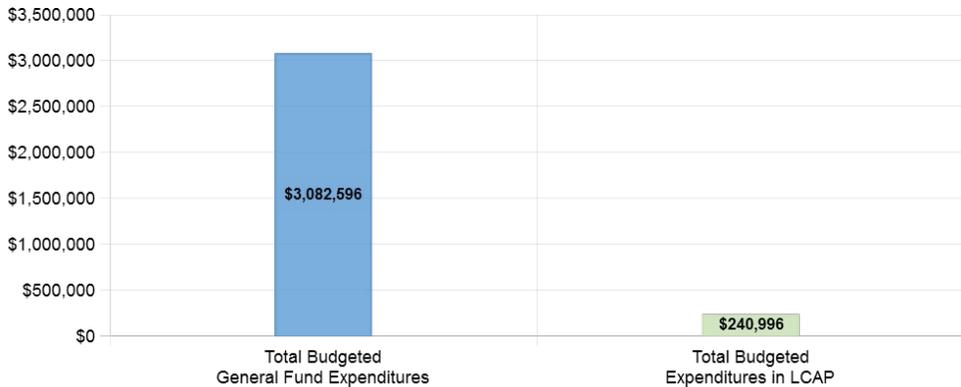
Source	Funds
Total Budgeted General Fund Expenditures	$3,082,596
Total Budgeted Expenditures in LCAP	$240,996

This chart provides a quick summary of how much Almond Acres Charter Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Almond Acres Charter Academy plans to spend $3,082,596 for the 2019-20 school year. Of that amount, $240,996 is tied to actions/services in the LCAP and $2,841,600 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Almond Acres Charter Academy is projecting it will receive $125,021 based on the enrollment of foster youth, English learner, and low-income students. Almond Acres Charter Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Almond Acres Charter Academy plans to spend $88,307 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Previous LCAP plans have developed plans for the student body as a whole. The 2019-2020 plan clearly

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articulates the specific services that will be provided to unduplicated students. Multiple actions have been revised or added to ensure the needs of unduplicated students are being addressed discreetly. A full accounting of these actions and plans can be found in the Demonstration of Increased or Improved Services for Unduplicated Pupils.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
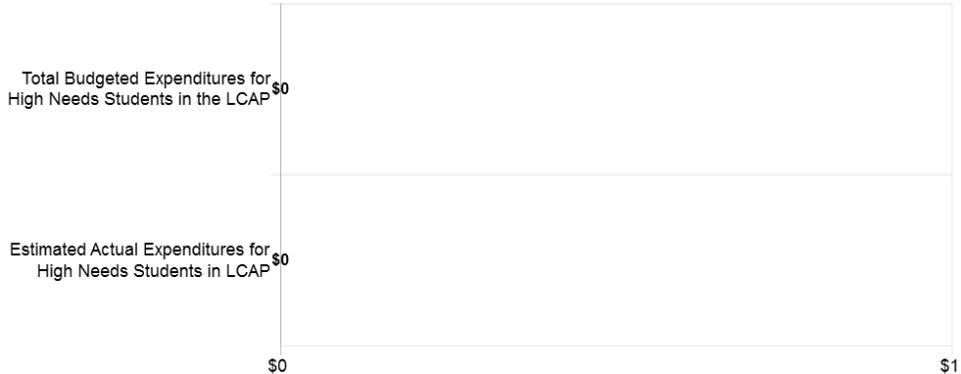
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$0
Estimated Actual Expenditures for High Needs Students in LCAP	$0

This chart compares what Almond Acres Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Almond Acres Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Almond Acres Charter Academy's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. Almond Acres Charter Academy estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Contact Name and Title	Email and Phone
Almond Acres Charter Academy	Bob Bourgault	bbourgault@aacacademy.com
	Executive Director	8054672095

2017-20 Plan Summary

The Story

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

Almond Acres Charter Academy (AACA) is a kindergarten through eighth grade school serving approximately 260 students located in the northern part of San Luis Obispo County. Students come from seven school districts within the surrounding area. The demographics are representative of the entire region.

AACA's mission is Growing 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, accreditation by the Western Association of Schools and Colleges, and our strategic planning sessions, 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

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well as the areas needing improvement.
Key features of successful student achievement include the following: 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 through the implementation of our school wide PBIS system, the use of data to drive instruction, and determine next steps for academic programming.

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

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. The school has developed a comprehensive curriculum map outlining the specific units of study for each grade level

• 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.
• Creation of the PBIS matrix outlining the specific behavioral expectations for all areas of the school. Videos were also produced to use in the instruction of these expectations.
• The student assessment system was used to examine student progress and determine necessary steps to meet student needs.

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

After careful analysis of the school through the accreditation process and charter renewal, LCFF Evaluation Rubrics, and the strategic planning meetings, 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 – Implementation of tier 2 and tier 3 interventions to support student needs in the areas of SEL. Alternative means of corrections methodologies need to be expanded and more systematically utilized.
• Continued integration of S/PBL and academic standards – After a substantial improvement in the S/PBL implementation, additional efforts are needed to create more cohesive integrated units while teaching the academic standards. English Language Development Standards will be integrated into the S/PBL units for a focused approach to language development.
• Enhanced Family participation programs – The use 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. Additionally, translation and interpretation services need to be increased for our second language families.
• Technology Infrastructure – Updated devices, continued tech support, and training to address the most effective practices of integrating technology into instruction are the current needs. T
* School suspensions are "red" on the California Dashboard. The status reports "very high" at 7.4% and the change has shown an increase of 1.8%.

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

Per the California Dashboard, suspensions for students with disabilities have increased when compared to the 2016-2017 school year. Efforts to improve this indicator include:
1. Implementation of the PBIS matrix and hold students accountable to those expectations.
2. Implement tier 2 and tier 3 supports for SEL and Behavior.
4. Provide counseling for students demonstrating needs from a school psychologist or school counselor.

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.

n/a

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.

n/a

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.

n/a

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

Social Emotional Learning:
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)

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

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. The DAP Survey was given as a pretest to inform SEL programming. Due to budget constraints and staffing changes, the posttest was not administered. Therefore the data was not available to determine outcomes.
2. 100% of classes participated in a revised morning meeting structure called Shared Start. This was a school wide morning meeting procedure held daily.
3. This metric was not implemented with fidelity and new metrics will be developed for the 2019-2020 LCAP year.

Actions/Services

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

Action 1

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

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

An SEL Lead Teacher was provided a stipend to facilitate the implementation of the Leader in Me program.
The following was accomplished under that individual's direction:
-First year Leader in Me Implementation
-School wide focus at Shared Start
-Materials, ideas, and resources were provided to teachers
-Teachers received professional development on the instructional focuses
-Classes creatively presented the habits during Shared Start
-Revised Shared Start including instructional focuses

$5,700

$5,700

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

-Leader in Me 7 Habits Training for entire staff August 8th and 9th, 2018
-Leader in Me Launching Leadership and Creating Culture Training for entire staff on October 29, 2019
-On Site Coaching for SEL Lead Teacher and site administrators on November 14, 2019
-Weekly instructional focus was reviewed during morning teacher meetings

$12,000

$15,638 (Certificated & Management salary and benefits)

Action 3

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

Action 2

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

Purchase classroom SEL curricula	-The following materials were purchased: -Leader in Me Materials/Resources includes Teacher Editions and Student Workbooks -Leader in Me Materials/Resources including school banner, classroom posters, and additional hands-on materials -Leader in Me 7 Habits of Highly Effective People Signature Edition 4.0 for all staff -Leader in Me Launching Leadership Guide for faculty -Leader in Me Creating Culture Guide for faculty	$0 allocated in LCAP Materials were budgeted out of $75,000 grant funding for Social Emotional Learning provided by the Hughes Foundation	$0 from LCAP Materials were purchased out of grant funding for Social Emotional Learning provided by the Hughes Foundation

Action 4

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

Have all teachers create an SEL goal, which are monitored by the Program Director, CIA TOSA, and SEL Lead Teacher.	-All teachers and administrators created an SEL goal on November 16, 2018 -Support services para educators set team goals on January 23, 2019 -Created strategic accountability groups with leaders for goal monitoring on January 8, 2019 -Met within accountability groups during Organizational Health (Staff) Meetings to evaluate goal progress (Monthly)	2 days for Program Director = $367 x 2 = $734 2 days for CIA TOSA = $327 x 2 = $654 Total = $1388 - embedded in Goal 2, Action 1	Embedded in Goal 2, Action 1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement MTSS Grant that was awarded by OCDE to successfully implement a cohesive MTSS program. The program includes social, behavioral, and academic differentiation for individual students.	-Trainings with the national consultant Kimberli Breen were attended on October 16 and 17, 2018; December 12 and 13, 2018; March 19 and 20, 2019; and May 1 and 2, 2019 -Conducted a comprehensive inventory of available resources for the three tiers of support in each of the three areas -Completed the Fidelity Inventory	$0 allocated in LCAP Funded through a MTSS grant awarded $25,00 as a single LEA for 3 years; 1st year = $19,939	$0 from LCAP $8530.44 from MTSS grant funds; budget revision for the grant is in process.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Assessment with a diverse group of stakeholders -Created a tiered intervention matrix and defined the areas of need for programs, curriculum, interventions, etc -Created a school-wide database to identify students requiring academic intervention -Identified data-based decision rules for moving between tiers -Identified programs for academic interventions -Clarified budget for intervention materials -Provided a training for all teachers on the three tiers addressed in MTSS		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a school-wide PBIS system.	-Developed list of impactful negative student behaviors with multiple stakeholder groups -Created a school wide behavior expectation matrix with multiple	$200 for printed materials	$364.50

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	stake holder groups based on current behavioral concerns -SPED Director attended a training by D. Clayton Cook on December 18, 2018 on researched based Tier 2 interventions and student tracking systems -Surveyed teaching staff to determine use of Tier 1 behavioral interventions -Surveyed leadership students to determine possible reinforcers -Teaching staff created videos to use in instruction of the behavioral expectations -Explicitly taught and practiced expectations from PBIS Matrix focusing on one lesson per week during Shared Start -Created, introduced, and utilized meeting norms for all staff based on PBIS matrix in order to practice and model desired behaviors -Developed an instructional plan for teaching the behavioral expectations in the fall of 2019		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	-Identified which staff are available to implement a Check In Check Out system		

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.

Through the use of the SEL Teacher lead, the MTSS grant work, and the focus on PBIS, extensive work was completed to begin implementation of a system that improves the social emotional wellbeing and citizenship of all AACA students.

Under the direction of the SEL Lead Teacher, Leader in Me Lessons were implemented on a weekly basis during the morning Shared Start. Grade levels rotated through the weeks to develop and deliver presentations to reinforce the 7 Habits of Highly Effective People, the basis of the Leader in Me program. Teachers followed up this direct instruction with grade level-specific lessons within their classrooms utilizing the materials provided through Leader In Me. During the three weekly Key Performance Indicator meetings held with all teaching staff, the habit of the week was reviewed and practiced. Monthly Organizational Health meetings (full faculty and staff meetings) allotted time to meet in accountability groups to rate individual progress on SEL goals.

A combination of administrators and teachers worked on an analysis of intervention needs to begin establishing a multitiered system of supports for all students. Academic, behavioral, and social emotional needs were examined to determine what is currently available to all students and what still is needing to be addressed. The team identified opportunities for improvement in all areas and identified materials, services, and trainings that will be implemented over the next three years.

A focus for 2018-2019 was placed on developing a Tier 1 PBIS system. A diverse group of stakeholders developed a school wide behavioral matrix and videos to be used for instruction of those expectations. These lessons began in March of 2019 utilizing the revised Shared Start system. Shard Start expectations were instructed first followed by a weekly schedule of lessons addressing other areas of school (emergencies, classroom, hallways, office, etc). The team identified next steps for implementation. These next steps include an instructional plan for the fall of 2019, development of a school wide reinforcement system, a plan for maintenance of the instructed behaviors, and development of tier 2 interventions.

Overall, the goal was not achieved as it was written. Progress toward the goal was made in several areas. The team worked on program design for MTSS and PBIS. School-wide instruction on the Leader In Me was implemented but an accurate measurement of its impact on the social emotional well being was not clearly available. Work to achieve this goal will continue in 2019-2020 with more clearly defined metrics for social emotional learning.

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

A systematic approach to addressing the SEL of all students is in introductory stages. Improvement is expected over the next three years as the systems are implemented across the school. Current data supports the need for more focus on systems to support all students in behavior and social-emotional learning.
The following data was collected regarding Leader In Me instruction:
-100% of classes participated in morning Shared Start meetings where Leader In Me Lessons were taught
-Follow up lessons were delivered in class at these rates:
--67% of teachers delivered weekly Leader In Me lessons
--17% of teachers rarely delivered Leader In Me lessons
--8% of teachers delivered monthly Leader In Me lessons
--8% of teachers delivered daily Leader In Me lessons
During the 2018-2019 school year:
-57 days of suspension as of May 6, 2019 (51 days by male students, 6 days by female students)
-This is an increase of 11 days when compared to the previous school year (43 days by male students, 3 by female students)
In spite of the regular instruction with Leader In Me, student behavior and citizenship has not shown an improvement over the course of this year based on suspension data.
Behavioral improvements were noted during the morning shared start meeting after direct instruction of the behavioral matrix expectations was delivered and practiced in early March. However, tardy rates have increased from an average of 167 a month to 314 a month. This may reflect a stricter process of marking tardies based on the revised Shared Start system.
The purpose of the MTSS work is to identify needs, track data related to student outcomes, and address student needs. The team has identified areas where data tracking needs improvement and to be more systematic. Going forward, in 2019-2020, it is anticipated that all areas of social emotional learning will be monitored for the purpose of collecting student outcome data to support continued efforts to improve programming.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Funds expended as budgeted
Action 2: Actual funds expended were $3638 higher then budgeted amounts
Action 3: No funds tied to LCAP were expended
Action 4: Reported in Goal 2
Action 5: Budgeted funs exceeded expended funds by $11408.56. Money allocated for books and supplies within the grant will be expended based on interventions determined through MTSS trainings during the 2018-2019 school year.
Action 6: TBD - Posters for PBIS Behavior matrix are in process and final numbers are not available at this time

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 data supports placing a more specific focus on behavioral instruction. The increase in suspension days and tardies indicates a need for revisions to the actions in this goal.
Actions under this goal will be revised to address specifics within the various areas of a multi tiered system of support. For example:
Action 2 will be changed to address social skills instruction training for staff.
A new Action will be added to address counseling needs to be provided by the school counselor and school psychologist.
Action 5 will be eliminated and divided into more specific action items (see Action 2 and Action 6 notes)
Action 6 will be divided into three separate actions addressing the following:
1) behavior expectations with reinforcement,
2) identification of Tier 2 behavioral supports, and
3) identification/training/implementation of other means of correction.

Goal 2

Service Project Based Learning:
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

Annual Measurable Outcomes

Expected

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.

Actual

1. The average score for the SPBL Units was a 2+.

2. All students received instruction using the SPBL model in four or more units of study during the year. Three different grade levels completed five or more units. Overall, 36 units were implemented during the 2018-2019 school year.

3. Partnerships grew to 53 for the 2018-2019 school year.

4. School-wide academic achievement data for trimester 1 and trimester

Expected

Actual

2 of 2018 was analyzed. In kindergarten through second grade, reading achievement demonstrated an 8% decrease from trimester 1 to trimester 2 in students exceeding grade level expectations. We saw a 5% decrease in students meeting grade level expectations, a 3% decrease in students approaching grade level, and a 16% increase in students below grade level. In writing, we saw 13% increase in students exceeding grade level expectations. We saw a 1% decrease in students meeting grade level expectations, a 7% decrease in students approaching grade level, and a 5% decrease in students below grade level. In mathematics, we saw an increase of 12% in students students exceeding grade level expectations. We saw a 12% decrease in students meeting grade level expectations, a 1% increase in students approaching grade level, and a 1% decrease in students below grade level. A comparison was also conducted for student achievement data for trimester 1 and trimester 2 for grades three through eight. For mathematics and ELA, we are using the interim assessment blocks from CAASPP. This assessment only offers three categories of achievement. In reading 0% change in students exceeding standards, a 9% decrease in students who nearly met standards, and a 9% increase in students not meeting standards. In math 4% decrease in students exceeding standards, a 15% increase in students who nearly met standards, and a 11% decrease in students not meeting standards. In writing, an analysis was conducted of our school wide writing exam. This assessment is administered once each trimester and requires students to produce a complete writing sample based on their grade level standards. We saw a 2% increase in students exceeding standards, a 4% increase in students meeting standards, a 9% decrease in students who were approaching standards, and a 3%

Expected

Actual

increase in students below standards.

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
Retain a Program Director, part time PBL Teacher on Special Assignment (TOSA) and hire and full time Curriculum Instruction and Assessment Teacher on Special Assignment (TOSA) to further develop a school-wide SPBL curricula.	-Retained a program director, a 50% PBL TOSA, and a full time CIA TOSA to further develop school-wide SPBL curricula. -Created a document including both field trips and guest speakers for SPBL units across all grades -Created a document including read-alouds for SPBL units across all grades	.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	.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 Funds expended were equivalent to the budgeted amounts.

Action 2

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

Provide ongoing trainings during early release days and time for grade level teams to work with TOSAs to further develop SPBL units.	-Provided Grade Level Planning to develop SPBL units during PLCs on 9/12/18, 10/31/18, 11/7/18, 11/28/18, 1/30/19, 2/13/19, 3/20/19, and 4/3/19 -CIA TOSA created multiple SPBL units to support new staff in middle school	SPBL and CIA TOSA's salaries for 3 days = $14,301 45 days for subs @$120/day = $5,400 Total = $19, 701	SPBL and CIA TOSA's salaries for 3 days = $14,301 Instead of providing substitute days for teacher release, the team was able to build in time during professional development days to address this action.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase classroom SPBL curricula.	-Purchased literature circle books -Purchased books for theme related content This action will be discontinued for the 2019-2020 LCAP. Additional actions will be added to address curriculum needs.	$750	$541.26

Action 4

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

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

-All teaching staff created goals for SPBL in November 2018
-Support Services para-educators set a group SPBL goal in January 2019.
-Created accountability teams to self-monitor and rate progress on SPBL goals in January 2019
-Met monthly in accountability teams during organizational health meetings to rate goal progress from January through April

This action will be modified for the 2019-2020 LCAP.

Program Director and TOSAs time to monitor - embedded in Goal 2, Action 1

Embedded in Goal 2, Action 1

Action 5

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

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 student make stronger connections to the content being covered. Implement SPBL based on differentiation between grade level clusters to support a learning continuum across grades K-8.

-Created a comprehensive matrix outlining school-wide SPBL Unit themes
-Teachers met with TOSAs and aligned their themes and essential questions as well as consolidated their units where appropriate
-Held teacher work days on February 11, 2019 and March 20, 2019 to revise and refine SPBL units

This action will be removed from the 2019-2020 LCAP because it has been completed.

PBL and CIA TOSAs salaries embedded in Goal 2, Action 1.

Embedded in Goal 2, Action 1

Action 6

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

Provide access to the school MakerSpace to all grade levels.

-8th Graders cleaned up and organized the MakerSpace. They created a video on rules and safety as part of an SBPL unit.
-Teams competing in Destination Imagination used materials in the MakerSpace
-Certain booths in the Maker's Faire made use of materials from the MakerSpace

This action will be discontinued as it will no longer address the revised goal.

PBL TOASs salary to facilitate - embedded in Goal 2, Action 1

Embedded in Goal 2, Action 1

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.

The SPBL TOSA, CIA TOSA, and the Program director positions allowed the school to fully articulate the SPBL themes and essential questions across the grade levels. Using teacher work days, as well as early release days, to refine and revise these units allowed teachers to end the year with a comprehensive matrix of units and the instructional focuses for each. All staff created goals related to SPBL and a monitoring system was implemented at the monthly organizational health meetings. Staff met in accountability to teams to reflect on goal progress and assist with next steps.

Purchases were made to enhance literature for the various units of study. Student feedback was overall positive regarding the variety of literature used for the units. Certain novels were taught via literature circles within the upper grades and other novels were used as read aloud options.

As a part of on of their SPBL units, the eighth grade class worked to clean and organize the MakersSpace. The also created safety videos to train the other grade levels on appropriate use of the MakersSpace. The grades did not use the MakersSpace this year but now will have access to safety videos for future use. The materials from the MakerSpace were also available for use by the school's Destination Imagination and Maker's Faire.

Overall, progress was made toward to goal when considering the integration of core academic standards into the SPBL units. Improved standards alignment was seen across 16 SPBL unites when reviewed or revised by teachers and TOSAs. This alignment ensures students are receiving standards-based instruction. The area that did not show progress toward the goal was academic achievement. Student achievement results indicate further effort is needed within unit instruction to meet student's needs. Stakeholder input also reflected a desire to see student achievement levels increase.

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

Retention of the TOSAs and the Program Director allowed for articulation across the grade levels for SPBL unit development. The use of early release

days and teacher work days for training on SPBL resulted in the revision and refinement of SPBL units across grade levels. Instruction of 25 SPBL units was the expectation for the 2018-2019 school year and that was exceed by 11 units. A total of 36 units were taught across kindergarten through eighth grade. This unit development has created a defined course outline for the grade levels moving forward.

The variety of novels used for the various units appeared to enhance engagement with the topics. Students found the variety offered many opportunities to make connections. For example, four different novels were read as part of a holocaust unit and students shared preferences with the faculty. These preferences were varied and this indicates a broader reach for engagement.

Although the units are now developed, the school-wide academic achievement data indicates a need for further revisions. The data indicates a general trend of a decrease in students exceeding standards in multiple areas. Staff need to perform revisions and refinements so that there is improvement in standards alignment and teaching strategies to meet the needs of all learners. As a specific example, strategies need to be added for english language learners to increase their academic achievement. Staff also require training on these strategies and would then incorporate them in the unit plans.

Academic achievement data also indicates a need for specific intervention programming. Upon analysis of the reading, writing, and math achievement data, it is clear Tier 1 and Tier 2 academic intervention need to be refined and a systematic approach needs to be implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: no difference between budgeted and actual expenditures
Action 2: a savings of $5400 was noted due to not using sub days
Action 3: a savings of $235.74 was noted
Action 4, 5, and 6: Embedded costs are reported in Goal 2

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.

This goal will be modified to address academic achievement as opposed to SPBL. Actions will be revised, deleted, and added to address the specific academic needs of all learners. Specifically:
Actions 1 will be continued
Action 2 will be modified

Action 3 will be discontinued
Action 4 will be modified
Action 5 will be discontinued because it is completed.
Action 6 will be discontinued
Additional actions will be included for the 2019-2020 LCAP to address staff training and intervention curriculum needs.

Goal 3

Improve 21st Century Learning Skills in all grades. (AACA Focus: Body and Mind)

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

1. Maintain adequate bandwidth functioning equipment in each classroom.
2. 100% of teachers use the iO Student Assessment System to monitor student data.
3. 75% of teachers consistently use the CC Pensieve to track conferring sessions with students.

Actual

1. All 6th, 7th, and 8th grade students have 1:1 Chromebooks
2. 100% of teaches used the iO Student Assessment System to monitor student data trimesterly and they complete intervention plans based on the academic achievement data entered into iO.
3. 23% of teachers are using the CC Pensieve consistently (monthly); 23% are not using it (once or less over the course of the year); 54% are inconsistently using it (two to five times within the current school year).

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve network connectivity to the entire campus.	-Bandwidth was limited for the Student and Guest Wi-fi Networks in September, which allowed the Administration and Faculty to have higher speeds -Balanced the power levels and channels of the access points to prevent interference in September -Added hubs to classrooms in March	$1,200	Differential pay for increased bandwidth = $106/monthly = $1,272 annually Boosters = $128.42 Technicians = $0 due to inkind 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 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 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.

-Trained on the ETC Portal by the Tech Lead Teacher through PLCs on September 19, 2018
-Learning Ally training conducted during PLC by CIA TOSA on January 16, 2019
-Provided materials and updates through PLCs on February 6, 2019
-SPBL TOSA developed rubrics to assess collaboration for all grade levels
-Thinking Maps Training is postponed until 2019-2020

This action will be revised for the 2019-2020 school year to focus on Thinking Maps since this area was not addressed during the 2018-2019 school year.

Program Directors and CIA & PBL TOSAs salaries-embedded in Goal 2, Action 1.

Embedded in Goal 2, Action 1

Action 3

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

Purchase ETC Portal accounts for all grades.

-ETC Portal access (portion of SMJUSD Oversight Fee) granted in August of 2018
-Teachers used ETC Portal within class and during Independent Studies throughout the school year

$2,000

$2,000 included in the Oversight Fee for SMJUSD

Action 4

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

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

-All teaching staff created goals for 21st Century Skills in November 2018
-Support Services para-educators set a group 21st Century Skills goal in January 2019.
-Created accountability teams to self-monitor and rate progress on 21st Century Skills goals in January 2019
-Met monthly in accountability teams during organizational health meetings to rate goal progress from January through April

This action will be modified for the 2019-2020 LCAP.

Program Director's and CIA TOSA's salaries; embedded in Goal 2 Action 1

Embedded in Goal 2, Action 1

Action 5

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

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.

-New teachers were trained during New Teacher Support Meeting on September 18, 2018
-Materials and updates were provided through PLCs on September 19, 2018

This action will be removed from the 2019-2020 LCAP since it does not address needs based on current data.

Portion of Tech Lead Teacher Salary = $3,800

$3,800

Action 6

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

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.

-Renewed iO SAS system July 1, 2018
-Added or renewed CC Pensieve for faculty August 15, 2018
-Added CC Pensieve for support staff September 10, 2018
-Trained faculty on iO during PLCs October 10, 2018
-Trained with new teachers and support staff on the CC Pensieve on August 15 and December 19, 2018
-Followed up with faculty regarding use of iO during PLCs November 14, 2018, March 27, 2019, and May 29, 2019
-Entered all Trimester 1 and 2 benchmark data for K-8 into iO December 21, 2018 and March 6, 2019

This action will be split into two separate actions for the 2019-2020 LCAP.

Cost of IO System = $2,822
CC Conferring Pensieve subscription for 16 teachers = $624
Total = $3,446

Cost of IO System = $2,822
CC Conferring Pensieve subscription for 16 teachers = $702
Total = $3524

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.

21st Century Skills were a focus of many actions and trainings performed during the 2018-2019 school year. The bandwidth was improved to support the implementation of one to one devices in sixth through eighth grade.

Teaching staff and support paraeducators were trained on ways to use technology to inform instruction. Teachers were trained on the Educational Technology Center Portal (ETC Portal) in order to access we-based resources to enhance the various SPBL units. Teachers were also trained on the iO Student Assessment System (SAS) for data tracking and analysis. Teachers were expected to enter assessment data in order for instructional decisions to be made. Both teachers and a select group of paraeducators were trained on the CC Conferring Pensieve. This system allows teachers to confer regularly with individual students to address academic needs. New teachers were given training on Common Sense media so they can properly inform parents about the content of movies being shown in the classroom setting.

All staff were asked to create goals for 21st Century Skills and these were monitored regularly during the monthly Organizational Health meetings.

Progress was made to the goal as written. Students were given a broader access to technology and teachers were utilizing a wider range of supports to meet student's needs. However, the goal was not met due to the criteria of "all grades." The focus of improved 21st century skills was centered on the upper grades, particularly middle school. This was in large part due to the roll out of the 1:1 devices in grades six through eight. Student's skills with platforms such as Google Classroom and Learning Ally was greatly increased.

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

The network connectivity is available in all classrooms. It has been noted that although connectivity is available, the connection slows dramatically when a class of students need to view a video on the available devices. This was observed to be a particular struggle during state mandated testing.

100% of teaches used the iO Student Assessment System to monitor student data trimesterly and they complete intervention plans based on the academic achievement data entered into iO. This assessment data was discussed and revisited at PLCs across the school year. Academic achievement data would suggest that the use of this system needs to be closely examined to find ways to support student growth.

The effectiveness of the CC Pensieve can not be determined during this school year due to minimal consistent use. 23% of teachers are using the CC Pensieve consistently (monthly); 23% are not using it (once or less over the course of the year); 54% are inconsistently using it (two to five times within the current school year). The goal of the CC Pensieve is that teachers are conferring with students at least once a week to address academic progress, assess achievement, and intervene as necessary. No teacher met this expectation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Expended funds exceeded budgeted funds by $200
Action 2 and 4: funds will be reported in Goal 2
Action 3: Funds expended as budgeted
Action 5: Funds expended as budgeted
Action 6: Budgeted funds were exceeded by $78 due to the increased number of subscriptions to CC Pensieve

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.

Actions on this goal will be continued, revised, or eliminated as follows:
Action 1 and 3 will be unchanged
Action 2 revised to address training on the use of Thinking Maps.
Action 4 revised to a school-wide goal
Action 5 will be deleted since it does not address data-based needs for this LCAP year
Action 6 will be revised to become two goals. One will address further implementation of IO and the other will address the use of the CC Pensieve.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 for the 2018-2019 school year include:
- A weekly post from the Executive Director and continuous communication from staff and faculty to all families via ParentSquare, a parent portal.
- A morning staff meeting is held three mornings a week 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.
- The Curriculum 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.
-Strategic Planning meetings involving parents, students, broad members, teachers, administrators, and support staff were held on 2 evenings to develop specific action plans for the school's next steps.
-Quality review survey was completed by parents in the winter.
-A Leader In Me Survey was completed by teaching staff in the spring to determine next steps with the program.

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 student achievement 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 and academic instruction. A comprehensive system for supporting all students in academics, behavior, and social emotional learning is a necessary component moving forward.

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, 3, 6

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

1. Reduction in school-wide average monthly suspension rates by 50% when compared to 2018-2019 school year
2. Decrease of average monthly Office Discipline Referrals by 30% when compared to 2018-2019 school year
3. Between 10% and 20% of student population receiving Tier 2 supports in the areas of SEL and Behavior calculated as a monthly average

1. Suspension rate averaged 6 suspension days per month for the 2018-2019 school year
2. Office Discipline Referral rate averaged 23 per month for the 2018-2019 school year
3. 2% of student population received Tier 2 supports for the 2018-2019 school year

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. Suspension rate averaged 6 suspension days per month for the 2018-2019 school year
2. Office Discipline Referral rate averaged 23 per month for the 2018-2019 school year
3. 2% of student population received Tier 2 supports for the 2018-2019 school year

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	**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	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Employ a teacher to lead SEL initiatives to further implement a schoolwide integrated Social Emotional Learning program.	Employ 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	5700	5700
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	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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.	Provide Socials Skills training on Kimochis curriculum for all staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	LeaderinMe Training = $12,000	1 day of counselor/director salary = $615
Source	N/A	Professional Development	Certificated Salaries

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	5000	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
	Unchanged	Modified

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

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N/A	N/A	Update and replenish SEL curricula.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Kimochis: $1200 Superflex: $65 You Are A Social Detective: $30 Superflex Bingo: $35 Total: $1330
Source	N/A	N/A	Curriculum: Books and Other Reference Materials
Budget Reference	N/A	N/A	4200 Coded to MTSS

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.	Develop a school-wide SEL goal to be monitored by site staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	2 days for Program Director = $367 x 2 = $734 2 days for CIA TOSA = $327 x 2 = $654 Total = $1388 embedded in Goal 2, Action 1	Embedded in Goal 2, Action 1
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	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	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.	Develop identification system and appropriate interventions for PBIS (2nd Tier).

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	$500 for online tracking system subscription $500 for SEL/behavioral skills curriculum =$1000.00
Source	N/A	Grants	MTSS Grant Funds
Budget Reference	N/A	8000	4100 and 4355 Coded to MTSS

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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Develop a comprehensive school-wide PBIS System.	Implement PBIS school-wide behavior expectation matrix with reinforcement system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$200	$100 per month for reinforcement materials Total: $1000 $5000 for PBIS Lead Teacher coded to MTSS
Source	N/A	Printed Materials	Materials and Supplies Certificated Salaries
Budget Reference	N/A	5000	4300 Coded to MTSS 1000 Coded to MTSS

Action #7

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

Students to be Served	Location(s)
Specific Student Groups, Studets identified as requiring Tier 2 SEL/Behavioral supports as part of a multi-tiered system of supports	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	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Utilize school psychologist and or school counselor to implement social-emotional skills/counseling groups for students demonstrating social emotional needs (2nd Tier Intervention).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	10% of director/counselor salary: $12,978 12.5% of a .4 FTE psychologist salary: $4200 estimate

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Professional/Consulting Services
Budget Reference	N/A	N/A	5800

Action #8

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	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Identification, training, and implementation of other means of correction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Embedded in Goal 1 Action 2, Action 3, Action 4, and Action 6, and Action 7
Source	N/A	N/A	Certificated Salaries, Curriculum, Materials and Supplies, Professional/Consulting Services
Budget Reference	N/A	N/A	1000, 4100, 4300, 5800

Action #9

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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**
	Unchanged	New

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	All parents will have weekly communication from staff as well as trimesterly access to parent education via the Parent Square system and translated meetings for the 7% of our student population whose families are Spanish speaking.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$1200 for ParentSquare $2029 for bilingual paraeducator salary $6934 for bilingual office manager salary Total: $10,163
Source	N/A	N/A	Software; Classified Instructional Aid Salaries; Classified Supervisor and Administrator Salaries
Budget Reference	N/A	N/A	4355, 2100, and 2300

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

Modified

Goal 2

Improve academic achievement through targeted instruction. (AACA Focus: Mind/Soul)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 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.

Analysis of student achievement data from 2018-2019 indicates a revised focus on specific instructional strategies and intervention is necessary for 2019-2020. These supports will work within the SPBL structure as well as be supplemental intervention for students demonstrating academic need.

Addendum B is a class comparison of CAASPP scores between 2017 and 2018. When that comparison is analyzed in both ELA and math, we see a decrease in students exceeding standards in all grade except for the eighth grade class in 2018. Those students had matriculated to high school prior to the full implementation of the SPBL units. The CAASPP data from 2019 will indicate the effects of the full SPBL implementation. Though we have increased the number of SPBL units implemented, our data indicates a need for additional teacher instruction around how to reinforce standards

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alignment and instruction within the SPBL model. Additionally, the data demonstrates a need to develop a more comprehensive intervention system to improve student outcomes. We have identified areas in mathematics and literacy where we can provide focused Tier 2 interventions for grades three through eight to support improvement of our CAASPP assessments. In addition, the data also indicates a need for a more focused approach to english language development for our english language learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Move 10% of students defined as below standard into either nearly meeting or meeting standard as measured by the CAASPP summative assessment. 2. 80% of English Language Learners will have an increase in the overall score on their summative ELPAC. 3. Following targeted intervention (i.e. reading, writing,	1. Per 2017-2018 data, 30 students, or 34% of the student population, score in the Standard Not Met range and 19 students, or 21%, scored in the Standard Nearly Met range in the area of ELA. 27 students, or 30% of the student population, score in the Standard Not Met range and 27 students, or 30%, scored in the Standard Nearly Met range in the area of Mathematics. 2. 19 students took the ELPAC during the 2018-2019 school year and ELD strategies will be an	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. Move 10% of students defined as below standard into either nearly meeting or meeting standard as measured by the CAASPP summative assessment. 2. 80% of English Language Learners will have an increase in the overall score on their summative ELPAC. 3. Following targeted intervention (i.e. reading, writing, math), 80% of students requiring tier 2 or 3 academic intervention will demonstrate growth in the given area on trimesterly administered benchmark assessments (i.e., DRA,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
math), 80% of students requiring tier 2 or 3 academic intervention will demonstrate growth in the given area on trimesterly administered benchmark assessments (i.e., DRA, IRI, SWWE, etc).	instructional focus for the 2019-2020 school year. 3. Due to implementation during 2019-2020 for tier 2 and tier 3 academic interventions, no applicable baseline data is currently available. Systematic data collection will be part of the implementation of those interventions. Current intervention data collections systems focus on special education goals and this is not an appropriate baseline for this metric.			IRI, SWWE, etc).

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	**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	**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 Program Director and 1.5 FTE Teacher on Special Assignments (TOSA) to further develop school-wide academic programming.

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 = $32,337.50 .5 FTE TOSA = $42,593 1.0 FTE TOSA = $65,275 TOTAL = $140,205.50
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	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.	Provide ongoing training during early release days and time for grade levels to work with TOSAs to make data-based decision for differentiated instruction, SPBL units, and curriculum development.

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	Teacher Salaries for four half days: $11,216
Source	N/A	Certificated Salaries	Certificated Salaries

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

<div align="center">

OR

</div>

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

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N/A	Have teachers create an SPBL goal, which is monitored by the Program Director, SPBL and CIA TOSAs.	Develop a school-wide academic achievement goal to be monitored by site staff.

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	Embedded in Goal 2, Action 1
Source	N/A	Certificated Salaries	Certificated Salaries
Budget Reference	N/A	1000	1000

Action #4

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

Students to be Served

N/A

Location(s)

N/A

<div align="center">

OR

</div>

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

Students to be Served   **Scope of Services:**   **Location(s)**

| English Learners | 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	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	n/a	Provide professional development during early release Wednesdays to incorporated ELD standards and strategies into daily academic instruction and SPBL units.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Embedded in Goal 2, Action 1 1 day of TOSA's daily rate of pay = $342
Source	N/A	N/A	Certificated Salaries

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, 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	New

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

| N/A | N/A | Purchase and implement ST Math for unduplicated students in K-2. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$700
Source	N/A	N/A	Software
Budget Reference	N/A	N/A	4355

Action #6

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	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
	Unchanged	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Purchase and implement Read Naturally and SIPPS reading intervention programs for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$550 for Read Naturally $3082.94 for SIPPS Total: $3632.94
Source	N/A	N/A	Software and Approved Textbooks & Core Curricular Materials
Budget Reference	N/A	N/A	4355 and 4100

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

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

Modified

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Purchase and implement Step Up to Writing for K-2nd grades for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$3147.63
Source	N/A	N/A	Approved Textbooks and Core Curricula Materials
Budget Reference	N/A	N/A	4100

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

Unchanged

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Employ an intervention teacher to support instruction, intervention, and progress monitoring for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	29% of the Intervention teacher with all associated statutory costs: $20058
Source	N/A	N/A	Certificated Salaries
Budget Reference	N/A	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, 4, 5

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	Data is updated based on 2018-2019 school year information: All classroom have the	N/A	Maintain adequate bandwidth functioning equipment in each classroom.	1) Maintain adequate bandwidth and functioning equipment in each classroom

| availability and network equipment | equipment and connectivity to the network.
1. All 6th, 7th, and 8th grade students have 1:1 Chromebooks
2. 100% of teaches used the iO Student Assessment System to monitor student data trimesterly and they complete intervention plans based on the academic achievement data entered into iO.
3. 23% of teachers are using the CC Pensieve consistently (monthly); 23% are not using it (once or less over the course of the year); 54% are inconsistently using it (two to five times within the current school year). | | 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. | 2) 100% of teachers will use the iO Student Assessment System to monitor student data monthly
3) 100% of teachers will consistently use the CC Pensieve to track conferring sessions on a monthly basis |

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	**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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Improve internet connectivity within the classrooms to enhance teaching and learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$7840.75 for hubs and connectivity
Source	N/A	N/A	Internet
Budget Reference	N/A	N/A	5912

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

<div align="center">OR</div>

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	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 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.	Provide 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	$1200
Source	N/A	Certificated Salaries	Travel and Conferences
Budget Reference	N/A	1000	5200

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

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	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Purchase ETC Portal accounts for all grades.	Purchase ETC Portal accounts for all grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$2,000	$2,000
Source	N/A	Software	Software
Budget Reference	N/A	4355	4355

Action #4

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
	New	Modified

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.	Develop a school-wide 21st Century skills goal to be monitored by site staff.

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	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	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	Modified

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.	Purchase and continue to implement the IO SAS to monitor, assess, and communicate student achievement in all academic areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Cost of IO System = $2,822 CC Conferring Pensieve subscription for16 teachers = $624 Total = $3,446	$2542.40
Source	N/A	Software	Software
Budget Reference	N/A	4000	4355

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
	Unchanged	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Purchase, train staff, and consistently use the CC Pensieve to track student achievement in reading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$702
Source	N/A	N/A	Software
Budget Reference	N/A	N/A	4355

Action #7

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	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Improve inventory of available devices accessible during academic instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$11,530
Source	N/A	N/A	Materials and Supplies
Budget Reference	N/A	N/A	4300 Coded to the REAP Grant

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

N/A

Percentage to Increase or Improve Services

N/A

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.

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$127,000

Percentage to Increase or Improve Services

5.7%

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$125021

Percentage to Increase or Improve Services

6.13%

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

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

The alignment of goals to create actions and services tied to the identified needs of our unduplicated students allowed our district to focus funds and services on this population of students. We modified actions in Goal 2 (Academic Achievement) from $149,313 to $154,922, which is an increase of $5609 or 4%. Please see Goal 2 actions below. Almond Acres Charter Academy is projected to receive $125,021 in supplemental funds. These funds are principally directed towards our unduplicated students and are used in the most effective manner to meeting their academic, social/emotional

needs, and improve 21st Century skills.

DISSUP: All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help AACA be effective in meeting the goals set forth in the LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close academic achievement gaps and meet the goals of AACA. Since our unduplicated student population count is 29%, all of these actions and services are being performed across grade levels in order to increase efficiency of delivery and effectiveness of these actions and services.

Goal #1:
Action 9: All parents will have weekly communication from staff as well as trimesterly access to parent education via the Parent Square system and translated meetings for the 7% of our student population whose families are Spanish speaking (7% of 2 classified employee salaries: $8963).
Principally Directed: Translation of meeting will benefit our english language learners by allowing their families to be more involved and empowered to advocate in the school setting.
Research: Our experience has proven that provided translation services allows our families of english language learners to be more actively engaged in the education of their children. In addition, it is honoring diversity and created an inclusive environment.
Other Considerations: Team considered digital translations but has found they have been unreliable and inaccurate.
Metrics: This will be measured by the number of english language learner parents participating in school-based meetings.

Goal #2: Improve academic achievement through targeted instruction.
Action 1: Retain Program Director and 1.5 FTE Teacher on Special Assignments (TOSA) to further develop school-wide academic programming. (29% of these salaries and all associated statutory costs = $50605)
Principally Directed: This will benefit our unduplicated students by providing programmatic oversight for instructional programming. Teachers in all grade levels will work during PLC and work days on interventions plans, bolstering instructional techniques, and reviewing student data under the supervision of the program director and the TOSAs to meet the needs of unduplicated students.
Research: John Hattie's research proves that teacher efficacy has a high effect size on student achievement. This relates to direct one on one

conferring between the teachers and the students on setting instructional goals and monitoring student progress towards the achievement of the academic goal.
Other Considerations: The conferring process requires training and support for the teachers. The team considered the past trainings offered to all teachers (new and returning) provided by the Daily 5 staff on the management and implementation of the program including specific examples of how to effectively confer. Based on data analysis, it is clear that closer oversight is required to ensure the process is being implemented with fidelity. Specifically, this true with our unduplicated students who show lower academic performance on certain assessments.
Metrics: This will be measured by a demonstrated increase on ELPAC scores, school-wide writing exams, and trimester academic assessments.

Action 4: Provide professional development during early release Wednesdays to incorporated ELD standards and strategies into daily academic instruction (Budgeted amount: Embedded in TOSAs salaries).
Principally Directed: This will benefit our EL students by addressing their language development needs throughout their instructional program. English Language Learners require specific strategies and targeted instruction to increase their language proficiency.
Research: "The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others."
(English Language Arts/ English Language Development Framework, 2015)
Other Considerations: District considered bringing in outside consultant and having the staff engage in a collective book study on ELD strategies. It was determined that these options were either cost prohibitive or was overgeneralized to meet the needs of the teaching staff and curriculum. The district's Curriculum TOSA will train staff on specific ELD strategies integrated into the existing curriculum.
Metrics: This will be measured by a demonstrated increase on the ELPAC scores, school-wide writing exam, and trimester reading assessments.

Action 5: Purchase and Implement ST Math for unduplicated students (Budgeted amount $700).
Principally Directed: Our unduplicated students need a supplemental to their core math instruction since they are demonstrating low performance on standardized tests.
Research: ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math (www.stmath.com).
Other Considerations: The district has considered and implemented Kahn Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math was chosen to serve our student's needs based on the following criteria: it is technologically based, it is not text driven, it has a strong visual component, and it fits with the school's instructional model.

Metrics: This will be measured by a demonstrated increase in the students' CAASPP and other standards based assessments.

Action 6: Purchase and implement Read Naturally and SIPPS reading intervention for unduplicated students (Budgeted amount $3632.94).
Principally Directed: Our unduplicated students need a supplemental to their core reading instruction since they are demonstrating low performance on standardized tests.
Research: Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading. (http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Creating-Fluent-Readers.aspx) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement.
Other Considerations: The district considered a phonics- based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components.
Metrics: This will be measured by a demonstrated increase in school-wide reading assessments administered each trimester as well as an increase in the students' CAASPP assessments.

Action 7: Purchase and implement Step Up to Writing for K-2nd grades for unduplicated students (Budgeted amount $3147.63).
Principally Directed: This is directed to our unduplicated students will be given Step Up to Writing as a supplement to their core writing instruction since they are demonstrating low performance on standardized tests.
Research: Research states that students benefit from a multi-modul approach, concrete strategies to clarify abstract content, and a focus on academic language development (www.voyagersopris.com).
Other Considerations: The district considered Write From the Beginning...and Beyond from Thinking maps. It was determined that the cost and the implementation timeline were prohibitive.
Metrics: This will be measured by a demonstrated increase in the students' school-wide writing assessments administered each trimester.

Action 8: Employ an intervention teacher to support instruction, intervention, and progress monitoring for unduplicated students. (29% of this salaries and all associated statutory costs = $20058)
Principally Directed: This will benefit our unduplicated students by providing systematic program implementation and progress monitoring. the intervention teacher will support unduplicated students through focused small group instruction in all areas of need as defined by data based decision making rules.
Research: John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored

direct intervention utilizing research based techniques or programs.
Other Considerations: Historically AACA has relied on special education staff to implement the majority of intervention programming. This practice has not proven to increase student achievement rates and a more comprehensive approach from the general education staff is necessary. The school is moving from having only Tier 1 and Tier 3 supports available to having a more complete multi-tiered system of support available for unduplicated students.
Metrics: This will be measured by a demonstrated increase on ELPAC scores, school-wide writing exams, and trimester academic assessments.