

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Los Angeles Unified

Contact Name and Title

Grace Canada
CEO

Email and Phone

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(310) 922-4262

2017-20 Plan Summary

THE STORY

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

Celerity Rolas will open in the Fall of 2017 to operate a high quality school in the historically underserved area of Northeast Los Angeles. The mission of Celerity Rolas Charter School is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we will enroll at-risk students from communities in need. The community surrounding Celerity Rolas is growing rapidly and is highly impacted. On average, 81% of the surrounding community's students qualify for the free or reduced lunch program, and 28% of the students are English Learners. The community is mostly Latino.

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities.

Celerity Rolas Charter School will be modeled after Celerity Charter Schools, which have a reputation for high academic standards, experienced and caring staff members as well a commitment to its students. Students will have an opportunity to be challenged in an environment where high expectations and academic excellence will be non-negotiable. Students will benefit from a small, safe school environment where a respect for each other and each other's differences will prevail. They will benefit from an environment where parents and teachers will work in partnership to meet student achievement goals.

Mission:

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

Vision:

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

Academic Excellence

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

Mutual Respect

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

Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals meet ESSA standards as qualified.

Parental Investment and Community Involvement

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

Respect and Diversity

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

LCAP HIGHLIGHTS

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

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

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

Expected Annual Measurable Outcomes for Goal 1:

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

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

Expected Annual Measurable Outcomes for Goal 2:

- By Spring 2018, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.
- All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher

observations.

- We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.

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

Expected Annual Measurable Outcomes for Goal 3:

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

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

Expected Annual Measurable Outcomes for Goal 4:

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Celerity Rolas Charter School will begin operation on July 1, 2017.

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

GREATEST NEEDS

Celerity Rolas Charter School will begin operation on July 1, 2017.

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

PERFORMANCE GAPS

Celerity Rolas Charter School will begin operation on July 1, 2017.

INCREASED OR IMPROVED SERVICES

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

As described in greater detail later in our LCAP, here is a summary of significant ways in which we will increase or improve services for low-income students, English learners, and foster youth.

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,964,375
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,512,970

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

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

\$3,761,559	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Celerity Rolas will begin operation on July 1, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Celerity Rolas will begin operation on July 1, 2017.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 1
Goal 1: Students will master the skills of the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

Celerity Rolas Charter School will begin operation on July 1, 2017.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Performance on statewide CAASPP Assessments and/or Cumulative Internal Benchmarks; Teacher observations; Powerschool; Purchase orders	Baseline will be established in 2017.	Baseline will be established in 2017.	By Spring 2019, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments	By Spring 2020, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments
			Common Core State Standards will be	Common Core State Standards will be

			<p>implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.</p> <p>All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.</p> <p>All students will have access to standards-aligned instructional materials, as measured by proof of purchase.</p>	<p>implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.</p> <p>All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.</p> <p>All students will have access to standards-aligned instructional materials, as measured by proof of purchase.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Professional Development for Teaching All Students 1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan. 2. Quarterly PD: Require teachers to attend professional development five times throughout		

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

BUDGET EXPENDITURES

2017-18

Amount	\$55,683
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$3,069

2018-19

Amount	\$55,683
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$3,069

2019-20

Amount	\$55,683
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries for Professional Development
Amount	\$3,069

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$13,303	Amount	\$13,303	Amount	\$13,303
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development

Action 2

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Professional Development for Teaching Student groups</p> <p>1.Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with student groups such as English Learners, Foster Youth, socioeconomically disadvantaged students, and other significant student groups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their subgroups are able to perform at high levels.</p> <p>2.Quarterly PD: Teachers will attend</p>		

professional development throughout the academic school year and receive training to ensure that their instructional strategies are continuing to reflect an understanding and implementation of differentiating Common Core State standards for student groups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to student groups, receive training on strategies, share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, socioeconomically disadvantaged students, Students with Disabilities, and other significant student groups who are not meeting standards.

3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for student groups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnick's Principles of Learning.

4. Grade Level PD: Teachers will regularly examine student subgroup work samples at grade level meetings, to ensure that students from student groups are mastering grade level standards. Weekly assessment data of students from student groups will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies differentiated for their subgroup and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

BUDGET EXPENDITURES

2017-18

Amount

\$55,683

Source

LCFF

Budget Reference

Certificated Salaries;

2018-19

Amount

\$55,683

Source

LCFF

Budget Reference

Certificated Salaries;

2019-20

Amount

\$55,683

Source

LCFF

Budget Reference

Certificated Salaries;

	Certificated Salaries for Professional Development		Certificated Salaries for Professional Development		Certificated Salaries for Professional Development
Amount	\$3,069	Amount	\$3,069	Amount	\$3,069
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development	Budget Reference	Certificated Salaries; Certificated Administrative Salaries for Professional Development
Amount	\$13,303	Amount	\$13,303	Amount	\$13,303
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development	Budget Reference	Employee Benefits; Employee Benefits for Professional Development

Action **3**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$45,334	Amount	\$45,334	Amount	\$45,334
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Curriculum	Budget Reference	Books and Supplies; Curriculum	Budget Reference	Books and Supplies; Curriculum
Amount	\$45,334	Amount	\$45,334	Amount	\$45,334
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Workbooks/consumables	Budget Reference	Books and Supplies; Workbooks/consumables	Budget Reference	Books and Supplies; Workbooks/consumables
Amount	\$1,533	Amount	\$1,533	Amount	\$1,533
Source	LCFF	Source	LCFF	Source	
Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum	Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum	Budget Reference	Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum

Action 4

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

OR

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

ACTIONS/SERVICES

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

strategies depending on students' needs. The Reading A to Z Guided Reading Program, as well as ST Math will be used for this. Foster youth, English Learners and socioeconomically disadvantaged students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,405	Amount	\$25,405	Amount	\$25,405
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 9,729* Reading A to Z- 2,372 * Brain Pop- 739 *ST Math/Mind Institute- 7,500 *SchoolNet- 5,065	Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 9,729* Reading A to Z- 2,372 * Brain Pop- 739 *ST Math/Mind Institute- 7,500 *SchoolNet- 5,065	Budget Reference	Books and Supplies; Student Instruction and Assessment Tools* Study Island- 9,729* Reading A to Z- 2,372 * Brain Pop- 739 *ST Math/Mind Institute- 7,500 *SchoolNet- 5,065
Amount	\$38,307	Amount	\$38,307	Amount	\$38,307
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Paraprofessionals Salary	Budget Reference	Classified Salaries; Paraprofessionals Salary	Budget Reference	Classified Salaries; Paraprofessionals Salary
Amount	\$3,259	Amount	\$3,259	Amount	\$3,259
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Paraprofessionals Benefits	Budget Reference	Employee Benefits; Paraprofessionals Benefits	Budget Reference	Employee Benefits; Paraprofessionals Benefits

Action 5

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$281,848	Amount: \$281,848	Amount: \$281,848
Source: After School Education & Safety	Source: After School Education & Safety	Source: After School Education & Safety

Budget
Reference

Services and Other Operating
Expenses;
Expanded Learning Program

Budget
Reference

Services and Other Operating
Expenses;
Expanded Learning Program

Budget
Reference

Services and Other Operating
Expenses;
Expanded Learning Program

Action 6

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$21,851	Amount: \$21,851	Amount: \$21,851
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Classified Salaries; Community Liaison Salary	Budget Reference	Classified Salaries; Community Liaison Salary	Budget Reference	Classified Salaries; Community Liaison Salary
Amount	\$2,897	Amount	\$2,897	Amount	\$2,897
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits

Action **7**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$21,851	Amount: \$21,851	Amount: \$21,851
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Community Liaison Salary	Budget Reference: Classified Salaries; Community Liaison Salary	Budget Reference: Classified Salaries; Community Liaison Salary

Amount	\$21,851	Amount	\$21,851	Amount	\$21,851
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits	Budget Reference	Employee Benefits; Community Liaison Benefits

Action 8

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$102,605 (repeat expenditure)	Amount	\$102,605 (repeat expenditure)	Amount	\$102,605 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D)
Amount	\$33,709 (repeat expenditure)	Amount	\$33,709 (repeat expenditure)	Amount	\$33,709 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)	Budget Reference	Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)	Budget Reference	Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)

Action 9

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$68,062	Amount: \$68,062	Amount: \$68,062
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Services and Other Operating
Expenses;
Network Maintenance

Budget
Reference

Services and Other Operating
Expenses;
Network Maintenance

Budget
Reference

Services and Other Operating
Expenses;
Network Maintenance

Action **10**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>J. Technology: Computer Maintenance: Due to lack of technology in the homes of students who come from a low economic household, we will ensure all students from low economic backgrounds have access to computers and headphones. In order to keep the computers operational, we need computer maintenance. The use of computers would also assist with taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks. As well, students would have access to free tutorial programs such as Star Fall to help increase student achievement. Students who do not have access to computers at home are given access to computers before or after</p>		

school.

BUDGET EXPENDITURES

2017-18

Amount

\$60,632

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
Computer Maintenance

2018-19

Amount

\$60,632

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
Computer Maintenance

2019-20

Amount

\$60,632

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
Computer Maintenance

Action **11**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Other;
Conferences and Guest Speakers

Budget
Reference

Other;
Conferences and Guest Speakers

Budget
Reference

Other;
Conferences and Guest
Speakers

Action **12**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$60,303 (repeat expenditure)	Amount: \$60,303 (repeat expenditure)	Amount: \$60,303 (repeat expenditure)
Source: Other State Revenues	Source: Other State Revenues	Source: Other State Revenues

Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)	Budget Reference	Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D)
Amount	\$14,119 (repeat expenditure)	Amount	\$14,119 (repeat expenditure)	Amount	\$14,119 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services (repeated in Goal 4 Action D)	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services (repeated in Goal 4 Action D)	Budget Reference	Employee Benefits; Certificated Employee Benefits to provide counseling services (repeated in Goal 4 Action D)

Action **13**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18

Amount

\$0

Source

Budget
Reference

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

Action **14**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

New Modified Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

			<p>ELD Standards, as measured by teacher observations.</p> <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>	<p>ELD Standards, as measured by teacher observations.</p> <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide		

reading and writing strategies, review data of performance for English Learners on interim benchmark tests/State Standardized Tests/CELDT/ELPAC, and to provide training on English Learner supplemental materials such as Reading A-Z materials.

BUDGET EXPENDITURES

2017-18

Amount	\$43,702
Source	LCFF
Budget Reference	Classified Salaries; Classified Salary
Amount	\$5,794
Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits

2018-19

Amount	\$43,702
Source	LCFF
Budget Reference	Classified Salaries; Classified Salary
Amount	\$5,794
Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits

2019-20

Amount	\$43,702
Source	LCFF
Budget Reference	Classified Salaries; Classified Salary
Amount	\$5,794
Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits

Action 2

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Extended Learning Opportunities: Extended day academic opportunities targeting English learners needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs. The After School Expanded Learning program contributes towards the success of English Learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Learners. Targeted elements will include ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school</p>		

programs and activities with opportunities to practice oral English skills, program leader collaboration with day school teachers to stay abreast of student achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in a least restrictive environment. The school principal and program director will conduct periodic on-site observations to ensure that English Learners are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.

BUDGET EXPENDITURES

2017-18

Amount	\$281,848
Source	After School Education & Safety
Budget Reference	Books and Supplies; Expanded Learning Program

2018-19

Amount	\$281,848
Source	After School Education & Safety
Budget Reference	Books and Supplies; Expanded Learning Program

2019-20

Amount	\$281,848
Source	After School Education & Safety
Budget Reference	Books and Supplies; Expanded Learning Program

Action 3

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$0	Amount \$0	Amount \$0

Source

Source

Source

Budget
Reference

Budget
Reference

Budget
Reference

Action 4

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

and training in supporting Long Term English Learners. Observations will happen systematically and feedback will be provided.

BUDGET EXPENDITURES

2017-18

Amount	\$1,900
Source	Federal Revenues - Title III
Budget Reference	Books and Supplies; SIOP Training
Amount	\$3,166
Source	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses; Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum

2018-19

Amount	\$1,900
Source	Federal Revenues - Title III
Budget Reference	Books and Supplies; SIOP Training
Amount	\$3,166
Source	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses; Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum

2019-20

Amount	\$1,900
Source	Federal Revenues - Title III
Budget Reference	Books and Supplies; SIOP Training
Amount	\$3,166
Source	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses; Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum

Action **5**

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the English Learner is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.

Action 6

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

Amount	\$2,602	Amount	\$2,602	Amount	\$2,602
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Powerschool	Budget Reference	Services and Other Operating Expenses; Powerschool	Budget Reference	Services and Other Operating Expenses; Powerschool

Action **7**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, HR Internal Data and CALPADS)	Celerity Rolas will begin operation on July 1, 2017.	Baseline will be established in 2017.	We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional support is provided for newer teachers.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,585	Amount	\$1,585	Amount	\$1,585
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; My Learning Plan	Budget Reference	Books and Supplies; My Learning Plan	Budget Reference	Books and Supplies; My Learning Plan
Amount	\$67,010	Amount	\$67,010	Amount	\$67,010
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries	Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries	Budget Reference	Certificated Salaries; Curriculum Specialists' Salaries
Amount	\$16,698	Amount	\$16,698	Amount	\$16,698
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Curriculum Specialists' Benefits	Budget Reference	Employee Benefits; Curriculum Specialists' Benefits	Budget Reference	Employee Benefits; Curriculum Specialists' Benefits

Action 2

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

OR

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

ACTIONS/SERVICES

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

process.

BUDGET EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action 3

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. Leadership Meetings: The leadership team (led by the Principal and including the Curriculum Specialists) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated students (including English Learners, socioeconomically disadvantaged, and foster youth) to meet or exceed state Common Core academic standards, NGSS, and the ELD Framework. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes.</p>		

Topics such as classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate professional development activities, the Director and the Assistant Director of School Services hold administration meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$118,098	Amount	\$118,098	Amount	\$118,098
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary	Budget Reference	Certificated Salaries; Principal Salary
Amount	\$29,428	Amount	\$29,428	Amount	\$29,428
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Principal Benefits	Budget Reference	Employee Benefits; Principal Benefits	Budget Reference	Employee Benefits; Principal Benefits

Action **4**

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

New Modified Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates and Chronic Absenteeism rates from CALPADS, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics; Middle School Dropout Rates from Powerschool and DataQuest; Pupil Suspension and Expulsion rates from PowerSchool, DataQuest, and the California Dashboard/LCFF Evaluation Rubrics; Surveys of Certificated staff, Classified staff, Parents/families, and pupils on the sense of safety, school connectedness, an academics from SurveyMonkey; School facilities update and maintenance data from annual FIT (Facilities Inspection Tool)	Celerity Rolas will begin operation on July 1, 2017.	Baseline will begin in 2017.	By Spring 2019, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics. By Spring 2019, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF	By Spring 2020, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics. By Spring 2020, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF

			<p>Evaluation Rubrics.</p> <p>By Spring 2019, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.</p> <p>By Spring 2019, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>By Spring 2019, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Pow-erschool.</p> <p>By Spring 2019, we will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection</p>	<p>Evaluation Rubrics.</p> <p>By Spring 2020, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.</p> <p>By Spring 2020, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>By Spring 2020, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Pow-erschool.</p> <p>By Spring 2020, we will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection</p>
--	--	--	--	--

			<p>Tool).</p> <p>By Spring 2019, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families complet-ing the School input survey will increase from the year before by at least 2%.</p>	<p>Tool).</p> <p>By Spring 2020, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families complet-ing the School input survey will increase from the year before by at least 2%.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

2017-18		2018-19		2019-20	
Amount	\$164,423	Amount	\$164,423	Amount	\$164,423
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries
Amount	\$31,795	Amount	\$31,795	Amount	\$31,795
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits

Action 2

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within</p>		

core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

BUDGET EXPENDITURES

2017-18

Amount

\$2,312

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Powerschool

2018-19

Amount

\$2,312

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Powerschool

2019-20

Amount

\$2,312

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
Powerschool

Action 3

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

Amount	\$48,137	Amount	\$48,137	Amount	\$48,137
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries
Amount	\$9,107	Amount	\$9,107	Amount	\$9,107
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits	Budget Reference	Employee Benefits; Classified Employee Benefits

Action 4

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18

Amount	\$254,965
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$63,533
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

2018-19

Amount	\$254,965
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$63,533
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

2019-20

Amount	\$254,965
Source	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$63,533
Source	Other State Revenues
Budget Reference	Employee Benefits; Certificated Employee Benefits

Action 5

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,767	Amount: \$11,767	Amount: \$11,767
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Facilities Management	Budget Reference: Classified Salaries; Facilities Management	Budget Reference: Classified Salaries; Facilities Management

Amount	\$2,805	Amount	\$2,805	Amount	\$2,805
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Facilities Management Benefits	Budget Reference	Employee Benefits; Facilities Management Benefits	Budget Reference	Employee Benefits; Facilities Management Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$531,061

Percentage to Increase or Improve Services: 12.57%

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

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

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

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

- Note: As our LEA has an unduplicated pupil percentage significantly higher than 55% (and indeed close to 100% of our students) below we will describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
 - Goal 1:
 - Action 4 - This action describes intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our unduplicated students.
 - Action 6 - This action describes our various councils for parent involvement, and how we share achievement results with and gather input from these councils. We primarily focus on our unduplicated students in these meetings. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.
 - Goal 2:
 - Action 1 - This action describes workshops for parents on student learning, and in particular the DELAC (District English Learner Advisory Council), which focuses on the needs of English Learners. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.
 - Goal 3:
 - Action 1 - This action focuses on teacher observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has positively impacted unduplicated students' achievement.
 - Goal 4:
 - Action 1 - This action describes our positive discipline approach of Love and Logic and Peace Tree, two programs that are designed with the particular needs of unduplicated students in mind. These programs have created effective behavioral supports for our unduplicated students.
 - Action 2 - This action describes how we communicate with parents of unduplicated students. This has proven effective as is shown in our input survey results.
 - Action 3 - This action describes how we provide support for attendance for students, by giving particular support through phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.
- Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.
 - N/A