

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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

N.E.W. Academy Canoga Park

Contact Name and Title

Dr. Clara M. Guerrero
Site Administrator

Email and Phone

cguerrero@nacpdolphins.org
(818) 710-2640

2017-20 Plan Summary

The Story

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

Background

N.E.W. Academy Canoga Park (NACP) is a Transitional Kindergarten through Fifth Grade elementary school in Canoga Park in the county of Los Angeles. The area was and is a high-density area with both apartment and single-family homes that is largely populated with Latino immigrant families and identified with poverty. Many of our students live in multi-family dwellings in the nearby communities. New Economics for Women, through their work to improve the lives of Latinas and their families, and as a community development organization in the early to mid-2000s, saw the need for a school that would empower and help families in the Canoga Park area.

N.E.W. Academy Canoga Park first opened its doors when chartered by the Los Angeles Unified School District (LAUSD) in 2005. It included goals for equipping low-income students for academic success and community participation in a child-centered environment where students work cooperatively, think critically and are self-directed as well as respectful of cultural diversity.

Demographics

Asian, 1% White, 1% Black or African American, and 1% Two or More Race Categories. Of our 506 students, 48% are English Learners, 95% are Socioeconomically Disadvantaged, and 8% are eligible students with disability.

Mission Statement

The mission of N.E.W. Academy Canoga Park is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Core Values

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

Performance Objectives

1. To promote student progress in academic and artistic achievement, with an emphasis in the arts and sciences;
2. To develop social, as well as community ethics and values in the students' character development with parental participation; and
3. To implement the most appropriate curriculum for every child.

N.E.W. Academy Canoga Park seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

NACP offers students the opportunity to become bilingual, biliterate and bicultural while reaching high levels of academic achievement in two languages, Spanish and English, through the Language Academy or Dual Language Program. We have designed the academic program to allow English Learners (ELs) enrolled in this program to increase and maintain target language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, English Only (EO) and Identified Fluent English Proficient (IFEP) students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). The proportion of English and Spanish instruction is in Kindergarten is 70% Spanish and 30% English, by second grade, all students who participate in this program spend half their day in English and the other half in Spanish. These percentages are maintained through the end of fifth grade.

Successes and Accomplishments

NACP had a number of accomplishments during this term, a few of those accomplishments are listed below and include the following:

- *Pathways to Biliteracy Awards Ceremony:* NACP hosted our first Pathways to Biliteracy ceremony that celebrates the academic achievement and accomplishments of our students enrolled in the Language Academy Program. Students performed musical numbers and poems in both the target language, Spanish and in English. Students in grades Kindergarten and Third grades who demonstrated fluency and academic achievement in both languages of instruction received Pathways to Biliteracy awards all other students received meeting the academic criteria for achievement in both languages of instruction received
- *Gardening:* Our partnership with California State University, Northridge via the Champions for Change, Healthy Communities Initiative Grant and the American Heart Association provided our students and parents the opportunity to learn about healthy food alternatives, fresh food choices at mealtimes, and gardening skills. Students and parents learned first hands the process of growing fresh food. Parents also prepared new recipes that can be easily made at home with the ingredients they harvested from our garden. This year parents helped build green houses that will be used to grow seedlings.
- *Cognitively Guided Instruction (CGI) Math:* Teachers participated in professional development and received one on one coaching in best practices for Mathematics achievement from UCLA's Cognitively Guided Instruction. Students understanding of mathematical practices and the way kids solve problems was validated through this practice. Students learned to verbally explain their thinking, to record how they solved problems all while using a variety of hands-on tools.
- *CGI Math for Families:* We held two parent math nights to introduce the CGI math concepts to parents. We had over 150 participants (parents and children) between the two nights when CGI workshops were held. Children were able to share with parents how they mentally solve mathematical problems and how they use the given tools to solve problems in various ways. Parents indicated they enjoyed learning "new" ways of thinking about math.
- *Reading Celebrations:* Students, parents and teachers participated in various celebrations of reading from our One School, One Book activities, to author visits and several Skype sessions with renowned authors.

Family Engagement Opportunities at NACP

N.E.W. Academy Canoga Park actively engages families and the community in the life of the Charter School through the various activities, meetings, and programs that take place throughout the school year.

- **Coffee with the Principal:** Our monthly Coffee with the Principal meetings are very well attended by parents/guardians. We usually have anywhere from 60 to more than 100 parents/guardians in attendance. Coffee with the Principal offers an informal and safe setting for parents to express their thoughts about the school and their concerns; to ask questions and offer suggestions on ways we can improve the services and education we offer our students and their families; and as a place to inform parents of upcoming events or to learn from guest speakers about the services offered in our community.
- **School Site Council (SSC) and English Learner Advisory Committee (ELAC):** Parents take part in the school's SSC and ELAC committees where they participate in reviewing the school budget and in making important decisions on how for the school.
- **Volunteer Opportunities:** Parents/guardians are always welcome to assist in classrooms, in the office, on field trips and at community events. Parents/guardians who volunteer receive on-site training in the areas they will be assisting with. Parents/guardians who volunteer in the office or workroom receive training in how to manage copy machines and other tools available if they are asked to use them.
- **Celebrations and Special Events:** A large number of parents/guardians and extended family members attend NACP's celebrations and special events such as
 - Monthly Success Celebrations
 - Back to School Night and Open House and Art Show
 - Holiday and Spring Musical Shows and Performances
 - Author Visits/Assemblies are conducted several times during the school year and not only focus on the academic needs of our students, but also on maintaining the cultural traditions of our families.
- **Communication:** We believe that keeping our families informed of school and classroom events and that sharing information is important for the success of our students. Two-Way Communication is encouraged and facilitated by making ourselves available in person, via phone calls and messages, and most recently via communication applications such as Blooms and Remind.
- **Parent Workshops:** NACP offers parents and guardians the opportunity to attend workshops conducted either by NACP certified teachers or educational consultants. Workshop topics are selected and vary depending on parents/guardians interests (i.e. results of surveys or what is shared during Coffee with the Principal) and/or new strategies being implemented school-wide (i.e. CGI, NGSS, Common Core State Standards, etc.).
- **Latino Family Literacy Project:** NACP teachers are trained in conducting Latino Family Literacy Project workshops where families come together to learn reading strategies and techniques they can immediately put to use using the provided literacy books that are part of the project.
- **Service to the Community/Community Outreach Partnerships:** At NACP we encourage our students to give back to the community and to participate in service to the community they live in and beyond. A component of our One Book One School Program is giving back to the community and beyond.

LCAP Highlights

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

This LCAP presents a Strategic Plan focused on these key Goal Areas: Academic Achievement, Opportunity and Access, Professional Capacity, and Family and Community Engagement.

The seven goals from the 2017-2018 school year were restructured to include current language which is a reflection of the direction the school has been moving in over the years, the systems that are in place, and the supports it is providing students, their families, and staff. The table below was created to help correlate the School Year 2017-2018 goals to School Year 2018-2019.

Goals	2017-2018	2018-2019
Goal 1	All students will continue to meet growth targets in Math and ELA as indicated on the State Test and API to achieve 100% proficiency or advanced.	Student achievement will increase in core academic areas on the CAASPP/SBAC assessments.
Goal 2	All students will continue to meet AMAO <ul style="list-style-type: none"> • AMAO 1- Percentage of ELs making annual progress in Learning English • AMAO 2- Percentage of ELs attaining English Proficiency levels on CELDT <ul style="list-style-type: none"> ◦ ≤ 5 years ◦ ≥ 5 years • AMAO 3- Adequate yearly progress for EL student group at the LEA Level <ul style="list-style-type: none"> ◦ Math ◦ Language Arts 	Increase the Academic Achievement of English Learners (ELs), SES, Special Education, and Latino/Hispanic subgroups in core academic areas on all state assessments.
Goal 3	We will strengthen parent involvement to facilitate better participation and input.	Increased parental collaborations and engagement.
Goal 4	The school will gather relevant data to monitor students' academic progress in student achievement as measured by assessment data, including students with special needs progress toward IEP Goals.	Monitor the academic progress of all students to determine instruction, interventions, and supports.

Goal 5	Maintain a 93% or more attendance rate in order to increase ADA.	Maintain/increase student attendance and engagement. Maintain a suspension/expulsion rate of 1% or less.
Goal 6	Monitor NCLB compliance forms annually and ensure that new hires are NCLB.	All students will continue to receive standards-based instruction from qualified, fully credentialed and assigned teachers.
Goal 7	The school will continue to maintain a safe, orderly, and "good" condition facilities.	Maintain a safe, clean, orderly, and "in good" condition facility.

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.

Areas of Greatest Progress

ENGLISH LEARNER RECLASSIFICATION

During the 2017-2018 school year 69 English Learners were Reclassified English Proficient (RFEP). The reclassification rate at NACP is 22%, which is higher than the district's average of 12%.

SBAC ENGLISH LANGUAGE ARTS (ELA) AND MATH

NACP students continue to perform at a rate higher than neighboring school(s) and the District average in the areas of English Language Arts and Mathematics. There was slight percentage increase for all students in the area of English Language Arts

SBAC ENGLISH LANGUAGE ARTS (ELA)

ELA ALL Students Grades 3rd- 5th

The percentage of NACP students who Met or Exceeded the Standards in grades 3rd - 5th in the area of English Language Arts (ELA) is at a rate higher than the district average and Canoga Park Elementary, a neighboring school; NACP's average of 41.63% compared to Canoga Elementary School's average of 24.12% and the District's average of 39.86%, (Data Quest, 2018; CDE, 2017).

SBAC ELA Comparison to Nearby School and District Grades 3-5, ALL Students

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	16.31%	8.53%	14.9%
Standards Met	25.32%	15.59%	24.96%
Standards Nearly Met	27.47%	26.18%	24.14%
Standards Not Met	30.90%	49.71%	36.30%

ELA Subgroup English Learners Grades 3rd- 5th

The percentage of NACP English Learners (ELs) who Met or Exceeded the Standards in grades 3rd - 5th in the area of English Language Arts (ELA) is at a rate higher than the district average and Canoga Park Elementary, a neighboring school; NACP's average of 6.67% compared to Canoga Elementary School's average of 1.02% and the District's average of 3.62%, (Data Quest, 2018; CDE, 2017).

SBAC ELA Comparison to Nearby School and District Grades 3-5, Subgroup EL

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	0.00%	0.00%	0.36%
Standards Met	6.67%	1.02%	3.26%
Standards Nearly Met	25%	17.35%	14.65%
Standards Not Met	68.33%	81.63%	81.73%

ELA Subgroup Economically Disadvantaged Students Grades 3rd- 5th

The percentage of NACP Economically Disadvantaged Students who Met or Exceeded the Standards in grades 3rd - 5th in the area of English Language Arts (ELA) is at a rate higher than the district average and higher than that of Canoga Park Elementary, a neighboring school; NACP's average of 42.03% compared to Canoga Elementary School's average of 24.84% and the District's average of 34.02%, (Data Quest, 2018; CDE, 2017).

SBAC ELA Comparison to Nearby School and District Grades 3-5, Subgroup Economically Disadvantaged

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	16.37%	8.49%	10.29%

Greatest Progress

Standards Met	25.66%	16.35%	23.73%
Standards Nearly Met	27.43%	25.16%	25.55%
Standards Not Met	30.53%	50.00%	40.43%

SBAC MATHEMATICS

Math ALL Students Grades 3rd- 5th

The percentage of NACP students who Met or Exceeded the Standards in grades 3rd - 5th in the area of Mathematics is at a rate higher than the district average and Canoga Park Elementary, a neighboring school; NACP's average of 36.48% compared to Canoga Elementary School's average of 17.15% and the District's average of 29.86% (Data Quest, 2018; CDE, 2017).

SBAC ELA Comparison to Nearby School and District Grades 3-5, ALL Students

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	11.16%	5.81%	12.40%
Standards Met	25.32%	11.34%	17.46%
Standards Nearly Met	42.49%	24.71%	26.62%
Standards Not Met	21.03%	58.14%	43.52%

Math Subgroup English Learners Grades 3rd- 5th

The percentage of NACP English Learners (ELs) who Met or Exceeded the Standards in grades 3rd - 5th in the area of Mathematics is at a rate higher than the district average and Canoga Park Elementary, a neighboring school; NACP's average of 13.34% compared to Canoga Elementary School's average of 2.91% and the District's average of 5.36% (Data Quest, 2018; CDE, 2017).

SBAC Math Comparison to Nearby School and District Grades 3-5, Subgroup EL

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	1.67%	0.00%	0.84%
Standards Met	11.67%	2.91%	4.52%
Standards Nearly Met	41.67%	8.74%	16.65%
Standards Not Met	45%	88.35%	78.00%

Math Subgroup Economically Disadvantaged Students Grades 3rd- 5th

The percentage of NACP Economically Disadvantaged Students who Met or Exceeded the Standards in grades 3rd - 5th in the area of Mathematics is at a rate higher than the district average and higher than that of Canoga Park Elementary, a neighboring school; NACP's average of 36.72% compared to Canoga Elementary School's average of 16.93% and the District's average of 24.49% (Data Quest, 2018; CDE, 2017).

SBAC Math Comparison to Nearby School and District Grades 3-5, Subgroup Economically Disadvantaged

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	11.06%	6.27%	8.38%
Standards Met	25.66%	10.66%	16.11%
Standards Nearly Met	42.48%	24.14%	27.65%
Standards Not Met	20.80%	58.93%	47.86%

Math Subgroup Students with Disabilities Grades 3rd- 5th

The percentage of NACP Students with Disabilities who Met or Exceeded the Standards in grades 3rd - 5th in the area of Math is at a rate lower than the district average and higher than that of Canoga Park Elementary, a neighboring school; NACP's average of 9.09% compared to Canoga Elementary School's average of 2.78% and the District's average of 6.9% (Data Quest, 2018; CDE, 2017).

SBAC Math Comparison to Nearby School and District Grades 3-5, Subgroup Students with Disability

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	0.00%	0.00%	2.07%
Standards Met	9.09%	2.78%	4.83%
Standards Nearly Met	27.27%	2.78%	12.84%
Standards Not Met	63.64%	94.44%	80.72%

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?

N.E.W. Academy Canoga Park's areas of greatest needs are in the areas of attendance, English Language Arts, English Learner Progress, and the progress of Students with Disabilities.

Attendance

We maintained an average attendance rate of 95% throughout the year, but tardy rates continue to be a challenge. As a charter school our students come from all over the San Fernando Valley and traffic proves to be a challenge for our families. We understand that getting to school on time is out of the students' hands and we continue to work with families and community sources to help us improve tardy rates.

ELA

Although the percentage of NACP's students who met or exceeded the standards in ELA is higher than those for our neighboring school and the District. The Equity Report on the California Dashboard (CDE, California Dashboard, 2018) indicates the performance levels for English Language Arts for all students are in the Orange zone. We did see an increase of 0.2 points for English Language Arts, which means we have maintained the same level as performance compared to the previous report.

English Learners

The Equity Report also indicates the performance levels for English Learners to be in the Orange zone with a 9.4% decrease in student performance as compared to the previous report.

Students with Disabilities

The percentage of NACP Students with Disabilities who Met or Exceeded the Standards in grades 3rd - 5th in the area of English Language Arts (ELA) is at a rate lower than the district average and higher than that of Canoga Park Elementary, a neighboring school; NACP's average of 4.55% compared to Canoga Elementary School's average of 0.00% and the District's average of 8.01% (Data Quest, 2018; CDE, 2017).

SBAC ELA Comparison to Nearby School and District Grades 3-5, Subgroup Students with Disability

Greatest Needs

	N.E.W. Academy Canoga Park	Canoga Park Elementary	LAUSD
Standards Exceeded	0.00%	0.00%	2.04%
Standards Met	4.55%	0.00%	5.97%
Standards Nearly Met	22.73%	13.89%	14.53%
Standards Not Met	72.73%	86.11%	77.45%

Steps to Address the Needs of Our Students

We will be taking the following steps to address the needs of our English Learners, strengthen our English Language Arts Program and provide the academic supports to ensure all students, including students with disabilities have access and opportunities to achieve at high levels.

1. Continue to encourage students and parents to be in school every day and on time.
2. Provide a Full Time Reading Intervention Teacher and Instructional Assistants during language Arts instructional block and throughout the day for students who are not performing at grade level standards as indicated by assessments, benchmarks, and if applicable, by the results from state tests.
3. Increase Phonemic Awareness and Decoding in Kindergarten with small group guided differentiated instruction in reading, writing and mathematics.
4. Continue to provide all-day Instructional assistants in Kindergarten classrooms to ensure students receive additional interventions during the day.
5. Continue to provide instructional assistants for part of the day in all classrooms to ensure students receive additional interventions.
6. Increase classroom libraries to include additional guided reading leveled books
7. Adopt a school-wide Designated English Language Development Curriculum that reflects the new English Language Arts/English Language Development Standards.
8. Provide Professional Development and Coaching in the area of English Language Development
9. Provide Professional Development and Coaching in Response to Intervention
10. Establish assessment and data analysis cycles to monitor overall student growth in all areas including ELA, ELD and Math
11. Attend the Professional Learning Communities Institute to help establish a PLC model at the charter school

Other Areas of Need:

1. Increase math strategies for all grade levels through CGI Coaching and Professional Development.
2. Apply Higher Order Thinking Skills and Depth of Knowledge Skills and Concepts in every classroom to increase rigor and encourage deeper thinking.
3. Provide Next Generation Science Standards and Engineering Practices coaching and mentoring for effective implementation.

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

- A. Our English Learner Rate is in the orange area on the California School Dashboard.
- B. Our Language Arts Rate for all students and English Learners is in the orange zones on the California School Dashboard.

Throughout the LCAP you will see programs, actions and services that are specifically designed to help with these gaps.

- Teacher Professional Development and coaching that focuses on integrated and designated ELD is being put into place for to address this.
- A targeted ELD plan and a scope and sequence will be put in place to address the needs of our ELs through integrated and designated ELD.
- A Response to Intervention Model approach will be developed, a full time credentialed teacher and instructional assistants will provide targeted/focused intervention for students with the greatest needs.
- Professional development for teachers will be provided on the following topics:
 - English Language Development
 - English Language Arts
 - Response to Intervention
 - Professional Learning Communities
 - NGSS
 - Math

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

Increased or Improved Services

We will be increasing services for our low-income students, English Learners and Foster Youth through a number of means. Most significantly:

1. The adoption of a Designated ELD Curriculum for all grade levels served by NACP.
2. Continue to provide additional resources and materials for families to use at home.
3. Provide access to educational software applications for home use
4. Replace or update technology.
5. Maintain student access to 1:1 devices.
6. Provide additional interventions during and after school with focus on ELs, Low Income and Foster Youth as needed.
7. Teacher on special assignment for Intervention and intervention instructional assistant.
8. Provide students with gently worn clothes, shoes, backpacks/school supplies and other needed resources as needed three times per school year.
9. Provide translation, social service community supports for low-income, foster youth and English Learner families.
10. Develop a School-Wide Character Program based on the strategies taught in the Second-Step Social-Emotional Program and Second-Step Bullying Prevention Curriculum.
11. Hire a part time Parent Liaison to help bridge the school and home.

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	\$6,426,411
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,331,000

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

General Fund Budget Expenditures include all costs associated with running the charter school, including but not limited to: classrooms, students supplies and materials, teacher salaries, support staff salaries, administrator salaries, staff benefits, operations, facilities expenditures, facilities maintenance, and other costs.

Total Projected LCFF Revenues for LCAP Year	\$5,145,163
---	-------------

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will continue to meet growth targets in Math and ELA as indicated on the State test and API to achieve 100% proficiency or advanced.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Common Core resources and materials for all students

Annual Measurable Outcomes

	Expected	Actual																																												
SBAC scores	<p>2017-18 ELA % scoring Proficient or Advanced = Benchmark +1</p> <p>Math% scoring Proficient or Advanced = Benchmark +1</p>	<p>2018 Standards Exceeded and Met Whole School</p> <p>ELA =44%</p> <p><i>Met benchmark +2% for ELA</i></p> <p>MATH= 32%</p> <p><i>Did not meet benchmark -4% for Math.</i></p> <p>The table below shows the percent difference between the SBAC scores in 2017 and 2018.</p> <p>NACP Standards Exceeded and Met Whole School Comparison</p> <table border="1"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>42%</td> <td>44%</td> <td>+2%</td> </tr> <tr> <td>MATH</td> <td>36%</td> <td>32%</td> <td>-4%</td> </tr> </tbody> </table> <p>The tables below show the percent standards exceeding and met by grade level for ELA and for MATH.</p> <p>2018 ELA Percent Standard Exceeded & Met by Grade Level</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Exceeded</th> <th>Met</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>26%</td> <td>18%</td> <td>44%</td> </tr> <tr> <td>4th</td> <td>17%</td> <td>25%</td> <td>42%</td> </tr> <tr> <td>5th</td> <td>9%</td> <td>37%</td> <td>46%</td> </tr> </tbody> </table> <p>2018 MATH Percent Standard Exceeded & Met by Grade Level</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Exceeded</th> <th>Met</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>20%</td> <td>28%</td> <td>48%</td> </tr> <tr> <td>4th</td> <td>6%</td> <td>19%</td> <td>25%</td> </tr> <tr> <td>5th</td> <td>8%</td> <td>16%</td> <td>24%</td> </tr> </tbody> </table>		2016-2017	2017-2018	Difference	ELA	42%	44%	+2%	MATH	36%	32%	-4%	Grade	Exceeded	Met	Total	3rd	26%	18%	44%	4th	17%	25%	42%	5th	9%	37%	46%	Grade	Exceeded	Met	Total	3rd	20%	28%	48%	4th	6%	19%	25%	5th	8%	16%	24%
	2016-2017	2017-2018	Difference																																											
ELA	42%	44%	+2%																																											
MATH	36%	32%	-4%																																											
Grade	Exceeded	Met	Total																																											
3rd	26%	18%	44%																																											
4th	17%	25%	42%																																											
5th	9%	37%	46%																																											
Grade	Exceeded	Met	Total																																											
3rd	20%	28%	48%																																											
4th	6%	19%	25%																																											
5th	8%	16%	24%																																											

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All classrooms have adequate math materials, resources, and consumables in English and Spanish.</p> <p>Math manipulatives were purchased for all classrooms.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All classrooms in grades TK-3 have adequate English and Spanish math materials, resources and consumables.</p> <p>Spanish math materials were not purchased for grade 4 because Math was taught in English.</p> <p>An inventory of math manipulatives indicated classrooms were equipped with an adequate amount of manipulatives.</p> <p>Manipulatives for CGI Math were purchased for classrooms.</p>	<p>Math curriculum - yearly curriculum updates - 4000-4999 Books and Supplies - LCFF: \$15,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$26,500 (repeated expenditure)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will add a math intervention program and staff member to teach after school to help meet the needs of our at-risk students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>A Math Intervention Program was not added this school year.</p> <p>Math interventions were provided during math time by classroom teachers and Instructional Assistants.</p>	<p>Math Intervention program / personnel - 1000-1999 Certificated Salaries - LCFF: \$18,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,000 (repeated expenditure)</p>

Action 3

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

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL's and RSP students in the Learning Center.</p> <p>Utilize assessment results from MAPS for reclassification data.</p> <p>We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.</p> <p>We will purchase and implement MAP for all grade levels. This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.</p> <p>We will purchase licensing for Imagine Learning for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.</p> <p>We will purchase Accelerated Reading (AR) for all the classrooms to continue assessing student comprehension levels.</p> <p>We will renew subscription to RAZ Kids and Smarty Ants for the primary grades. These on line assessment tools will assess students in math and language arts.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Technology/Hardware/Software:</p> <p>Chromebooks, desk tops and iPads in need of repair or replacement were repaired and/or replaced from TK-5th classrooms.</p> <p>New headsets were purchased for all classrooms.</p> <p>Licenses for Imagine Learning, Achieve 3000, MAPs and Smarty Pants were renewed and continued to be used.</p> <p>We did not have after school intervention sessions for ELs and RSP students, thus Imagine Learning was not used for these purposes.</p> <p>MAPs assessment results were used as one criteria for reclassification purposes.</p> <p>No additional software purchases were made in the areas of math, language arts, assessments, and/or writing.</p> <p>We purchased licensing for Imagine Learning for all students TK-5 to record students responses in the areas of listening, speaking, reading and writing.</p> <p>Accelerated Reading (AR) license was purchased for all classrooms to continue assessing student reading comprehension levels.</p> <p>We renewed the school's subscriptions to RAZ Kids and Smarty Ants for primary grades. Teachers used these on-line tools to assess students in math and language arts.</p>	<p>Technology renewals and supplies - 4000-4999 Books and Supplies - LCFF: \$80,000 (repeated expenditure)</p> <p>Technology renewals and supplies - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$15,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$50,000 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$14,500 (repeated expenditure)</p>
---	---	---	---

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will increase and replace technology in the classrooms to ensure 1 to 1 in 3rd – 5th grade.</p> <p>We will increase iPad technology in the primary grades.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Technology was purchased to ensure 1-to-1 devices were available in all classrooms 3rd-5th grade.</p> <p>Additional iPads were purchased for use in primary grades.</p>	<p>Replacing technology and resources for students - 4000-4999 Books and Supplies - LCFF: \$25,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$19,000 (repeated expenditure)</p>
---	---	---	---

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers received PD in: NGSS, Social Studies, Readers and Writer’s Workshop.</p> <p>Teachers received coaching in ELD, NGSS, and Readers and Writer’s workshop.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers received professional development in NGSS, Readers and Writer’s Workshop, and CGI Math.</p> <p>Teachers received coaching in Readers and Writers Workshop and CGI Math.</p> <p>Coaching in ELD and NGSS was not provided.</p>	<p>Professional development in common core areas - 5000-5999 Services and Other Operating Expenses - LCFF: \$40,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$30,000 (repeated expenditure)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All classrooms and library were replenished with additional books in English and Spanish. Guided reading materials were purchased for all classrooms.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Additional books were purchased in English and Spanish for classroom and library use.</p>	<p>Core materials replacement or additions for classrooms - 4000-4999 Books and Supplies - LCFF: \$40,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$20,000 (repeated expenditure)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL's and RSP students in the Learning Center.</p> <p>Utilize assessment results from MAPS for reclassification data.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Technology/Hardware/Software:</p> <p>Chromebooks, desk top computers and iPads were purchased to replace broken one and/or to increase the number of available technology for students in grades TK-5th.</p> <p>Headsets were purchased to replace missing or broken ones.</p> <p>Licensing for Imagine Learning, Achieve 3000, MAPS, and Smarty Ants were purchased.</p> <p>We did not provide and after school intervention program fro ELs and RSP students during the 2017-2018 school year.</p> <p>Assessment results were utilized as one criteria for reclassification purposes.</p>	<p>Schoolwide online Assessment - 4000-4999 Books and Supplies - LCFF: \$50,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$75,000 (repeated expenditure)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All 3rd, 4th, and 5th grade classrooms utilized Achieve 3000 to prepare and provide students strategies for SBAC testing.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Achieve 3000 was used to prepare and provide students in grades 3rd, 4th, and 5th strategies for SBAC Testing.</p>	<p>Student online program renewals - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$15,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$13,000 (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All classroom teachers were provided all the necessary materials, resources, and books to help increase students' academic achievement and to provide access to the curriculum through differentiated instruction depending on students' reading levels.

Technology, hardware and software were purchased to increase students' access.

Broken technology (Chromebooks, desktops, iPads) was repaired or replaced.

Professional development was provided in the areas of: Math, Science, Language Arts and Dual Language Immersion.

MAPS assessments were administered three times a year and results were used as one of the criteria to reclassify EL Students.

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

The overall effectiveness of the activities presented in the LCAP were successful, however an emphasis on the importance of integrated/designated ELD needs to be established as well as the importance of using the data we gather to inform and guide instruction in every curricular area. Implementing the trainings received in CCSS, NGSS, ELD, Math, etc. with fidelity would also be beneficial. Increased monitoring of student growth or lack of growth would also be beneficial.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of some leveled books will increase this year due to the addition of dual language immersion classrooms.

The school will incur additional expenses for curricular materials for designated English Language Development (ELD).

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

- Identify the Tier 1 supports that need to be established to ensure all students have access to core curriculum.
- Implement an intervention program during the day to target areas of need for students in all grade levels.
- Adopt a Designated ELD Curriculum to be used with fidelity by all grade levels.
- Establish our ELD Program and articulate the scope and sequence of skills to be taught, goals, benchmarks, and assessments to be used to ensure alignment with ELPAC and ELA/ELD standards.
- Follow up professional development and/or coaching and mentoring in the areas of Dual Language Immersion, ELD, Math, Readers and Writer's Workshop, RTI, and PLCs.
- Establish an afterschool intervention program(s) focused in areas of greatest need for our students.

All EL students will continue to meet AMAO's.

AMAO 1 - Percentage of EL's making Annual progress in Learning English.

AMAO 2 - Percentage of EL's attaining the English Proficient level on the CELDT

Goal 2

- a. ≤ 5 years
- b. ≥ 5 years

AMAO 3 – Adequate yearly progress for EL student group at the LEA Level in

- a. Math
- b. Language Arts

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
 Local Priorities: EL, SES, Special Education, and Latino/Hispanic subgroups increasing student achievement

Annual Measurable Outcomes

Expected		Actual		
Subgroup data - NACP and LAUSD	2017-18	ENGLISH LEARNER RECLASSIFICATION		
	Baseline + 1%	Out of the 178 EL students who were tested at the beginning the 2017-2018 school year 69 students, or 39%, met the criteria for reclassification, is higher than the district's average of 12%.		
		2016-2017	2017-2018	Difference
		36%	39%	+3%
		2018 SBAC WHOLE SCHOOL		
		We saw a 2% increase in the number of students meeting and exceeding standards during the 2017-2018 school year for English Language Arts. But we saw a 4% decline in the number of students meeting and exceeding standards on the Math assessment.		
		Standards Exceeded and Met		
		ELA =44%		
		<i>Met benchmark +2% for ELA</i>		
		MATH= 32%		
		<i>Did not meet benchmark -4% for Math.</i>		
		The table below shows the percent difference between the SBAC scores in 2017 and 2018.		
		SBAC SCHOOLWIDE ELA AND MATH COMPARISON		
		2016-2017	2017-2018	Difference
		42%	44%	+2%
		36%	32%	-4%

The tables below show the percent standards exceeding and met by grade level for ELA and for MATH.

SBAC SCHOOLWIDE ELA

Grade	Exceeded	Met	Total
3rd	26%	18%	44%
4th	17%	25%	42%
5th	9%	37%	46%

SBAC SCHOOLWIDE MATH

Grade	Exceeded	Met	Total
3rd	20%	28%	48%
4th	6%	19%	25%
5th	8%	16%	24%

EL STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of EL Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	10%	20%	+10%

MATH- Percent of EL Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	9%	15%	+6%

SES STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of SES Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	42%	38%	-4%

MATH- Percent of SES Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	35%	32%	-3%

SPED STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of SPED Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	13%	7%	-6%

MATH- Percent of SPED Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	19%	26%	+7%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to analyze data in September or as soon as our CELDT testing is completed for the year. We will group students according to their proficiency levels and determine the focus for grade level ELD program.</p> <p>We will be integrating ELPAC State Assessment as soon as it is approved.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All students were assessed at the beginning of the school year using the CELDT assessment.</p> <p>69 students met the criteria for reclassification at the beginning of the school year.</p> <p>We analyzed CELDT data when it became available. Students were grouped according to their proficiency levels and the skills and focus for ELD implementation were established.</p> <p>All ELs who did not reclassify at the beginning of the school year were tested using the ELPAC state assessment in Spring.</p>		1000-1999 Certificated Salaries - LCFF: \$6,120

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to provide teachers ELD Professional Development in the areas of ELD and ELA integration, lesson design, and assessment.</p> <p>We will provide ELD coaching to focus on particular strategies and content.</p> <p>Teachers will receive Next Generation Science Standards training throughout the</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>ELD professional development and coaching was not formally provided. Teachers were encouraged to explore ELD standards and implement the integrated and designated lessons they created during June planning time and throughout the school year..</p> <p>Teachers received training in NGSS strategies and best practices.</p>	<p>Professional development in Common Core areas - 5000-5999 Services and Other Operating Expenses - LCFF: \$50,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$10,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$30,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$6,000 (repeated expenditure)</p>

<p>year.</p> <p>Teachers will receive coaching and resources from a science consultant in NGSS science implementation.</p> <p>Teachers will receive social studies training in Social Studies Weekly resource and follow up throughout the year.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>Teachers did not receive training on Social Studies.</p> <p>Teachers continued to receive Readers and Writers coaching, training, and follow-up through Professional Development and Coaching Days.</p> <p>Teachers and staff participated in Google Certification Training.</p>		
---	---	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will purchase additional ELD supplemental information for all ELD proficiency levels.</p> <p>We will purchase ELD intervention program for LTELS and EL's in 4th and 5th grade.</p> <p>We will utilize our intervention teachers to provide LTELS and EL's extra support after school.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Additional ELD materials were not purchased, but we did explore curriculum for a possible school-wide adoption.</p> <p>ELD Intervention material was not purchased.</p> <p>After school intervention was not provided for LTELS.</p>	<p>ELD supplemental materials, books, and resources. - 4000-4999 Books and Supplies - LCFF: \$30,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000 (repeated expenditure)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Implement ELD intervention program after school using the ASSES after school program.</p> <p>Monitor student progress through ASSES.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Implementation of an ELD intervention program through ASSES was not provided</p> <p>Spanish Intervention was provided for first grade Language Academy students by the classroom teacher and her Instructional</p>	<p>After school ELD intervention personnel - 1000-1999 Certificated Salaries - LCFF: \$30,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$10,000 (repeated expenditure)</p>

<p>Intervention will be provided to all students during and after school for all students classified EO's, EL's, RFEPS, and IFEPS.</p> <p>Intervention will be provided in Spanish for Language Academy students.</p>	<p>Assistant no other grade levels received intervention.</p> <p>Intervention was provided to students during the day by classroom teachers and Instructional Assistants.</p>		
---	---	--	--

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Implement ELD report card that will be used mid-year for classroom adjustments and at the end of the school year for ELD program articulation.</p> <p>Utilize assessment results from MAPS for reclassification data.</p> <p>Utilize Achieve 3000 data to help provide students strategies for SBAC testing.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers used the ELD report card mid-year to make group/classroom adjustments.</p> <p>The results form MAPS testing ere used as one criteria for reclassification.</p> <p>Achieve 3000 data was used to provide students strategies for SBAC testing.</p>	<p>School wide assessment renewal licensing - 4000-4999 Books and Supplies - LCFF: \$25,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$10,000 (repeated expenditure)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Latino Family Literacy Training for staff, parents, and interested instructional assistants.</p> <p>Materials will need to be purchased for LFLP.</p> <p>Hire an ESL and Spanish teacher for parents.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>No additional staff members (certificated, nor classified) received training on the Latino Family Literacy Project.</p> <p>No additional Latino Family Literacy Project Materials were purchased.</p> <p>Although the position for an ESL/Spanish teacher was posted (and remains posted) on our Website, social media and job search sites, we were unable to hire qualified personnel.</p>	<p>Personnel providing parent workshops - 2000-2999 Classified Salaries - LCFF: \$40,000 (repeated expenditure)</p> <p>Latino Family Literacy Training - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$10,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$5,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.</p> <p>Classrooms will update their Readers and Writers materials.</p> <p>Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-4th.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All necessary reading level classroom materials were purchased for all grade levels.</p> <p>Classrooms updated their Readers and Writers materials.</p> <p>Language Academy classrooms increased their Spanish and English material, and resources.</p> <p>Core materials for grades K-2nd were purchased for Language Academy classrooms; some core materials were purchased for grade 4.</p>	<p>Common core materials in Spanish for LA classes - 4000-4999 Books and Supplies - LCFF: \$40,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$26,500</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): GATE</p> <p>Location:</p> <p>Increase GATE student participation and testing by LAUSD by diligently reviewing and monitoring student grades and test scores.</p> <p>Increase field trips for GATE students and extend their learning opportunities.</p> <p>Alumni 360 students will continue to receive services, resources, and opportunities for college exposure through after school meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): GATE</p> <p>Location:</p> <p>Students' grades and test scores were reviewed and monitored. Additional students were tested for GATE.</p> <p>Alumni 360 students were provided resources, materials and services.</p>	<p>GATE student resources, testing, materials - 4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure) field trips - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$500 4000-4999 Books and Supplies - LCFF: \$6,000</p>

Action 9

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Learning Center will continue to provide students resources and support.</p> <p>Increase Instructional support in the learning center for RSP students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Learning center was not implemented.</p> <p>RSP students received additional support during the day within their classroom from: RSP teacher, RSP Instructional Assistant, General Education Teacher and Instructional Assistants.</p>	<p>Learning Center Intervention program and personnel - 2000-2999 Classified Salaries - Other State Revenues: \$30,000 (repeated expenditure)</p>	<p>2000-2999 Classified Salaries - Other State Revenues: \$30,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

English Learner reclassification rte increased by 3% this school year with 39%, or 69 students, meeting the criteria for reclassification.

CELDT scores were analyzed and used to group students by proficiency levels as soon as they were made available. Students progress was monitored throughout the year using the ELD Report Card to determine changes to group placement and skills that needed to be addressed.

ELA materials, books, and resources were purchased to replenish reading material for all grade levels.

Additional students were referred to and tested by LAUSD for GATE.

Interventions were provided to students during the day by credentialed teachers and classroom Instructional Assistants.

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

Our ELA/ELD standards implementation went well. We saw a 3% increase in the number of students who reclassified and continue to diminish low proficiency levels for students in the upper grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of Spanish reading material might not be as high as estimated.

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

- Need to structure our day in order to provide a structured ELA/ELD intervention model for all students during the day using our full time credentialed Intervention Teacher and instructional assistants
- Adopt a Designated ELD Curriculum for all grade levels

Goal 3

We will strengthen parent involvement to facilitate better participation and input.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Parent communication and surveys/feedback

Annual Measurable Outcomes

	Expected	Actual
parent involvement at school events	2017-18 78% of Parents will be involved at every event.	On average 90% percent of parents attended our meetings, events, and functions

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to increase parent involvement in School Site Council, English Language Learner Advisory Council, and Coffee with Principal.</p> <p>Increase parent involvement in workshops.</p> <p>Increase parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and parents.</p> <p>Provide parents refreshments or coffee during monthly meetings.</p> <p>Provide parent Language Academy evening meetings.</p> <p>Provide grade level orientations before school starts.</p> <p>Provide parents childcare during school meetings, workshops, and trainings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Parents attended Coffee with the Principal, School Site Council and English Learner Advisory Committee Meetings.</p> <p>Parents participated in workshops held at the school</p> <p>Parents received information on Imagine Learning, Achieve 3000, Smarty Ants and AR online resources to use at home.</p> <p>We provided coffee, water, and refreshments during Coffee with the Principal monthly meetings, SSC/ELAC meetings and during parent workshops.</p> <p>We held a evening meeting for parents of students enrolled in the Language Academy Program.</p> <p>We provided grade level orientations before hte beginning of the school year.</p> <p>We provided childcare during school during school meetings.</p>	<p>Parent council meetings, orientations, and monthly meetings - 1000-1999</p> <p>Certificated Salaries - Federal Revenues - Title I: \$30,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Provide PIQE training for parents.</p> <p>Provide parent leaders training in how to conduct Latino Family Literacy Project</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We provided two CGI Math workshops in Spring, one for students TK-2nd and the other for students 3rd-5th. We had over 100 parents in attendance.</p>	<p>Parent conference attendance and materials - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>

<p>program to other parents.</p> <p>Provide Math training during Math Festival.</p> <p>Provide parent training in technology, English, Spanish, and how to help students with homework.</p> <p>Provide technology training.</p> <p>Provide parents conference attendance to CABE or any other school event.</p>	<p>The math training provided useful tools and strategies for parents to use at home when working with their children on Math homework.</p> <p>Parents were invited to attend school events.</p>		
---	--	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Phone messages will continue to be delivered bilingually to all parents.</p> <p>Provide parents Spanish translations of documents during all meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Parents continued to receive communication messages in Spanish and in English.</p> <p>Parents were provided with documents in both languages (Spanish and English) during all meetings.</p> <p>Translation services were offered during parent conferences and schoolwide meetings.</p>	<p>Parent translations during meetings, newsletters, and phone messages - 2000-2999 Classified Salaries - LCFF: \$5,000 (repeated expenditure)</p>	<p>2000-2999 Classified Salaries - LCFF: \$5,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Provide Family Read Across America Literacy Night presenter.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Antonio Sacre was our guest presenter during our annual Family Read Across America Literacy Night. He delighted families with stories and anecdotes.</p>	<p>Parent and student presenter for Literacy Night - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Hire a parent coordinator to assist with communication and organization.</p> <p>Hire a TESOL/ESL and Spanish teacher for parent ESL and Spanish Workshops.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We did not hire a Parent Coordinator. The position will be re-posted during the 2018-2019 school year.</p> <p>We did not hire a TESOL/ESL and Spanish Teacher for parents. The position will be re-posted during the 2018-2019 school year.</p>	<p>ESL teacher for parents and parent coordinator - 2000-2999 Classified Salaries - LCFF: \$40,000 (repeated expenditure)</p>	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Purchase materials for LFLP.</p> <p>Provide teachers stipends for LFLP parent training.</p> <p>Provide stipend to Instructional Assistants working the LFLP teachers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We did not offer the Latino Family Literacy Project training for parents during the school year.</p> <p>No additional material was purchased for the Latino Family Literacy Project.</p>	<p>Latino Family Literacy Project presenters and materials - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$700 (repeated expenditure)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to work with the Dennis P. Zine Community Center for parent outreach.</p> <p>Work with Tierra Del Sol to refer parents.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Coordinated resources with the Family Source Center and Tierra del Sol.</p>	<p>Communicate, collaborate, and work with Family Source Center: \$0 (repeated expenditure)</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We held parent meetings, orientation meetings, workshops and parent daytime and evening events and activities during the school year.

We provided bilingual (English/Spanish) parent communication and translations.

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

Based on our parent attendance at meetings, workshops, and events we have been successful with our parent involvement plan and process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We will continue to incur expenses in the cost of parent workshops, conferences, meetings, and professional development opportunities.

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

- Hire a Parent Coordinator
- Hire an ESL Teacher
- Provide additional Parent Nights/Workshops

Goal 4

The school will gather relevant data to monitor students' academic progress in student achievement as measured by assessment data, including students with special needs progress toward IEP goals.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 6. School climate; 8. Other pupil outcomes

Local Priorities: Student achievement in all subgroups and common core

Annual Measurable Outcomes

Expected

Actual

Subgroup data from SBAC benchmarks

2017-18

ELA benchmarks 1% scoring Proficient or Advanced = Benchmark

Math benchmarks 1% scoring Proficient or Advanced = Benchmark

2018 Standards Exceeded and Met Whole School

ELA =44%

Met benchmark +2% for ELA

MATH= 32%

Did not meet benchmark -4% for Math.

The table below shows the percent difference between the SBAC scores in 2017 and 2018.

NACP Standards Exceeded and Met Whole School Comparison

	2016-2017	2017-2018	Difference
ELA	42%	44%	+2%
MATH	36%	32%	-4%

The tables below show the percent standards exceeding and met by grade level for ELA and for MATH.

2018 ELA Percent Standard Exceeded & Met by Grade Level

Grade	Exceeded	Met	Total
3rd	26%	18%	44%
4th	17%	25%	42%
5th	9%	37%	46%

2018 MATH Percent Standard Exceeded & Met by Grade Level

Grade	Exceeded	Met	Total
3rd	20%	28%	48%
4th	6%	19%	25%
5th	8%	16%	24%

We administered benchmark assessments on a continuous basis and analyzed students' academic achievement.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to implement a 3 week summer school program focused on Science and Art for all students interested in attending.</p> <p>Purchase materials for the classrooms, snacks for students, and provide Instructional Assistants for the teachers.</p> <p>Hire summer staff to manage summer school.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We offered a three week summer school program that focused on Science and Art for all students. We had over 100 students attend.</p> <p>We hired 5 Credentialed Teachers and 4 Instructional Assistants.</p> <p>We provided materials for the classroom and healthy snacks for students.</p>	<p>Summer School intervention program for all students - 1000-1999 Certificated Salaries - LCFF: \$20,000 (repeated expenditure) Summer School - 2000-2999 Classified Salaries - LCFF: \$10,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$20,000 2000-2999 Classified Salaries - LCFF: \$10,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Provided targeted homelessness, foster youth, low income, and migrant families gently worn and new shirts, school uniforms. Shoes, school supplies, and books for the summer and at the beginning of the school year.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>We provided gently worn and new shirts, pants, skirts, and sweaters for homeless youth, foster youth, low income, and migrant families.</p> <p>We also received donations of shoes, school supplies and backpacks that were distributed among homeless youth, foster youth, low income and migrant families at the beginning of the school year.</p> <p>Books were provided to facilitate reading during summer.</p> <p>Students received Library Cards and</p>	<p>Resources, materials, clothing, and food for FY, Homelessness, and low income families - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$2,000</p>

	information on programs available through our local public library.		
--	---	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): GATE</p> <p>Location:</p> <p>GATE students are provide enrichment and extra-curricular activities.</p> <p>Alumni 360 returning students are provided resources, advice, field trips, and training by GATE teacher.</p> <p>Alumni 360 end of year celebration dinner.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): GATE</p> <p>Location:</p> <p>GATE students were provided enrichment and extra-curricular activities throughout the school year.</p> <p>Alumni 360 students were provided resources, advice, field trip experiences, and training by our GATE Teacher.</p> <p>Alumni 360 celebration dinner is planned.</p>	<p>GATE students recieve resources, materials, curriculum at their level and they are assessed through LAUSD - 4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Grade level release planning time.</p> <p>Language Academy release planning time.</p> <p>Coaching opportunities with grade levels.</p> <p>Growing Educators / educational consultant coaching.</p> <p>Balanced literacy training and coaching.</p> <p>Next Generation Science Standards training.</p> <p>Social studies training.</p> <p>ELD coaching and follow up training.</p> <p>Teacher training substitute coverage.</p> <p>Conference attendance to CABA, CCSA,</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Grade-level release planning time was provided.</p> <p>Language Academy release planning time was provided.</p> <p>Language Arts coaching was provided by Growing Educators' educational consultants.</p> <p>CGI Math coaching was provided by CGI Math UCLA consultant.</p> <p>Next Generation Science Standards training was provided several times during the school year.</p> <p>Social studies training was not provided.</p> <p>ELD coaching and follow up training was</p>	<p>Professional development, coaching, planning and mentoring for teachers - 5000-5999 Services and Other Operating Expenses - LCFF: \$120,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$86,000 (repeated expenditure)</p>

<p>ACSD, and other local and Californian conferences.</p> <p>Latino Family Literacy Project training.</p> <p>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p> <p>Teachers are provided additional 5 days of professional development time in June for lesson planning, pacing guides, and assessment schedules.</p>	<p>not provided.</p> <p>Substitute teacher coverage was provided to allow for teacher participation in trainings and coaching sessions.</p> <p>Teachers and Leadership attended local conferences.</p> <p>Latino Family Literacy Project training was not provided.</p> <p>All teachers were provided information on parent communication applications to use, teachers chose either Bloomz or Remind.</p> <p>Teachers were provided 5 additional days of professional development time in June for lesson planning, and updating of pacing guides and assessment schedules.</p>		
--	--	--	--

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all students that are low and are considered English Learners. Imagine Learning will assess all students in oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd – 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students use Smarty Ants for additional practice.</p> <p>iPAD software is utilize to integrate the curriculum.</p> <p>Digital Library resources utilized</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>MAP assessment was administered three times during the school year for all K-5th grade students.</p> <p>We continued with out implementation of Imagine Learning with all students that are low and/or those classified as English Learners. We used the results of Imagine Learning assessments to understand students' oral, listening, reading, and writing proficiencies. Imagine Learning assessments provided students with SBAC test taking skills similar to what they will have encountered on the state assessment.</p> <p>All students and families were provided access to Imagine Learning from home or any place where they may have Internet connection.</p> <p>We used Achieve 3000 to provide upper grade (3rd 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students used Smarty Ants for</p>	<p>Online assessment and technology software for all students - 4000-4999</p> <p>Books and Supplies - LCFF: \$60,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$30,000 (repeated expenditure)</p>

<p>throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>	<p>additional practice of the skills they are learning in class.</p> <p>iPad software was utilized to integrate classroom curriculum.</p> <p>Students of all grade levels used a variety of Digital Library resources throughout the year.</p> <p>We continued to provide Keyboarding without Tears software for all teachers and students.</p>		
---	---	--	--

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>After School Learning Center Intervention sessions will be provided to all at risk and low students after school 2nd – 5th grade.</p> <p>Instructional assistants will assist with the students attending Learning Center.</p> <p>Learning Center will utilize Imagine Learning software to assess and reteach students in their identified needs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Learning Center Intervention sessions were not provided.</p> <p>One Language Academy Teacher provided her at risk students intervention sessions throughout the school year. An instructional assistant was hired to provide interventions along side the teacher. 90% of the students in this classroom were at grade level in reading.</p> <p>Classroom teachers, RSP Teacher, Instructional Assistants, and RSP Instructional Assistant provided interventions during the day for at risk students.</p>	<p>Special Education after school intervention program - 1000-1999 Certificated Salaries - Other State Revenues: \$30,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$30,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers plan trimester benchmarks and</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers planned and established</p>	<p>Data meetings for teachers / salaries - 1000-1999 Certificated Salaries - LCFF: \$50,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$30,000</p>

<p>provide administration results.</p> <p>Establish Data Meetings at least once a month. Administration will sit in on grade level meetings.</p>	<p>trimester benchmarks.</p> <p>Assessment results or Data was provided to administration for review.</p> <p>Data meetings were held at least once a month. Administration participated in data discussion meetings.</p>		
--	--	--	--

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We used a number of resources to assess our students and to measure academic growth or lack of growth throughout the year. Our state testing data and our internal data revealed that our students have made some growth, but not in all areas or enough growth.

ELA =44% ; *Met benchmark +2% for ELA*

MATH= 32%; *Did not meet benchmark -4% for Math.*

We offered a 3 week Sumer School Program to all students. Intervention was provided for all students who attended.

Professional development, training, coaching and conference opportunities were provided to all staff members.

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

Protocols for Data Meetings and Data Analysis were not established for the school year.

We administered benchmark assessments on a continuous basis and data was collected and presented to administration. Some groups used the data to guide their instruction and to provide differentiated instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures will continue for software implementation.

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

- Additional expenditures will be incurred to establish a Professional Learning Community at the school and a structured Response to Intervention Model.
- Criteria and Protocols for Data Meetings needs to be established
- Criteria for Data Analysis and Monitoring of Student growth or lack of growth needs to be established
- Criteria for using data to guide instruction needs to be established
- Criteria for Interventions (RTI) needs to be established

Goal 5

Maintaining a 93% or more attendance rate in order to increase ADA

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
 Local Priorities:

Annual Measurable Outcomes

Expected

Attendance Daily Average rate **2017-18**
 Less than 8% absence rate.

Actual

We maintained an average of 96% attendance rate during the 2017-2018 school year.

Month	Attendance Rate
1	98%
2	97%
3	97%
4	97%
5	96%
6	95%
7	96%
8	96%
9	96%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to monitor student attendance on a monthly basis and provide all perfect attendance students with a "free" dress day once a month.</p> <p>We will increase perfect attendance celebrations for students meeting criteria.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We continued to monitor student attendance on a monthly basis and provided perfect attendance students with a "free" dress day once a month.</p> <p>Our partners from the Optimist Club provided ice cream sundaes to celebrate students with perfect attendance once a semester.</p> <p>A dance party was provided for all students with perfect attendance at the end of state testing.</p>	<p>Student and Parent recognition assemblies and meetings - 4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure)</p>	<p>2000-2999 Classified Salaries - LCFF: \$5,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Establish SART meetings 4 times a year and meet with parents to discuss repercussions of excessive truancies and absences.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We held SART meetings for parents and discussed the importance of good school attendance, the positive effects of good attendance and the repercussions of excessive truancies and absences.</p>	<p>Parent meetings and workshops regarding ADA - 4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>Provide PD to all staff members regarding poor attendance - 1000-1999</p>	<p>1000-1999 Certificated Salaries - LCFF: \$8,000</p>

<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Provide staff development training in the effects of poor attendance.</p>	<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We provided the staff with information on the effects of good and poor attendance.</p> <p>We asked staff members to encourage students and parents to be in school every day and on time.</p> <p>We had numerous discussions on ways to encourage students to be in school and on time.</p>	<p>Certificated Salaries - LCFF: \$8,000 (repeated expenditure)</p>	
---	---	---	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Provide parents training in the effects of poor attendance.</p> <p>Provide parents certificates for students' perfect attendance for the month.</p> <p>Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We held attendance meetings for parents of students with excessive absences.</p> <p>Attendance was discussed at parent meetings and Coffee with the Principal.</p>	<p>Parent workshops, resources, and materials regarding school attendance - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$20,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$5,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<p>We continued to recognize students on a monthly basis.</p> <p>Parent communication was sent out in the form of written notices and phone calls to inform parents of excessive tardies and absences.</p> <p>Parent meetings were held to discuss the importance of attendance.</p> <p>The importance of attendance was discussed at Coffee with the Principal meetings each month.</p>
--

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

Our strategies were effective in increasing our school's overall attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost will increase to cover the additional cost of certificates, monthly celebrations, prizes, and recognition materials for students and parents.

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

- Increase monthly and weekly student recognitions
- Continue to conduct SART meetings
- Continue to provide staff professional development on the importance of attendance
- Establish an Attendance Celebration Committee

Goal 6

Monitor NCLB Compliance forms annually and ensure that new hires are NCLB

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities: Teacher Credentialing**Annual Measurable Outcomes**

	Expected	Actual
Certificated and Credentialed staff	2017-18 100% of certificated staff will be compliant with Commission on Teacher Credentialing.	All of our certificated staff were compliant with the Commission of Teacher Credentialing criteria. 100% NCLB Compliance

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to hire certificated and classified staff.</p> <p>We will continue to hire BCLAD certified teachers in Spanish for Language Academy Program.</p> <p>We will continue to hire highly qualified Instructional Assistants for the classrooms.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We did not hire new staff this year, but all of our certificated staff had the proper credentials for their assignments.</p> <p>We hired highly qualified instructional assistants.</p>	<p>Follow hiring practices as dictated by CTC: \$0 (repeated expenditure)</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to provide BCLAD certified teachers \$5,000 stipend.</p> <p>We will continue to provide Leadership Team a \$1,000 stipend a year.</p> <p>We will continue to provide Technology Team a \$1,000 stipend a year.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>BCLAD Certificated Teachers each received a \$5,000 stipend.</p> <p>Leadership Team Members each received a \$1,000 stipend.</p> <p>Technology Team Members each received a \$1,000 stipend.</p>	<p>Stipends provided to teachers for BCLAD, Committees, Teams - 1000-1999 Certificated Salaries - LCFF: \$50,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$35,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>We will hire a TESOL/ESL English Teacher for parent workshops.</p>	<p>We still need to hire an ESL teacher for parent workshops.</p>	<p>ESL Teacher for parent workshops - 2000-2999 Classified Salaries - LCFF:</p>	<p>: \$0</p>

We will hire a Spanish parent teacher for parent workshops.		\$30,000 (repeated expenditure)	
---	--	---------------------------------	--

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continue to employ highly qualified certificated and classified staff members.

Stipends were provided to our BCLAD certificated staff, Leadership Team Members and Technology Team Members.

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

Retaining and recruiting highly qualified staff has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We will continue to offer stipend opportunities for our staff members during the following school year.

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

Provide additional stipend opportunities to staff members.

Goal 7

The school will continue to maintain safe, orderly, and "good" condition facilities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate; 8. Other pupil outcomes
Local Priorities: 100% safe and clean facilities.

Annual Measurable Outcomes

	Expected	Actual
100% compliance on facility inspections by LAUSD	2017-18 100% Facility Inspections and status checks twice a year.	Maintained a clean and safe facility throughout the school year. 100% facilities status check by LAUSD.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to maintain our school in good repair.</p> <p>We will continue to participate in yearly plan and facility inspections.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We maintained a clean and safe facility throughout the year.</p>	<p>Maintenance of facility - 5000-5999 Services and Other Operating Expenses - LCFF: \$50,000 (repeated expenditure)</p>	<p>2000-2999 Classified Salaries - LCFF: \$180,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We will continue to upgrade air conditioning units and provide maintenance throughout the year.</p> <p>We will continue to upgrade facets and plumbing hardware throughout the school.</p> <p>We will continue to update old appliances in the kitchen and increase cooking utensils.</p> <p>We will upgrade technology screens and hardware in the library.</p> <p>We will continue to "touch up" the facilities.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Upgrades were completed throughout the school year for the following: air conditioning units, plumbing, appliances, kitchen tools, and technology hardware were needed.</p>	<p>Facilities maintenance, repair, and replacement of air conditioners and other items - 5000-5999 Services and Other Operating Expenses - LCFF: \$50,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$35,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We maintained a clean and safe facility throughout the school year.

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

We updated and/or repaired kitchen equipment, air conditioning units, plumbing, and technology.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions we took to maintain our facilities clean and safe were effective.

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

We will continue to take the necessary actions to maintain a clean and safe environment and facility for our students, staff, volunteers and visitors.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

August-December:

- Analysis of SBAC and CELDT results was shared with staff.
- LCAP was modified to reflect changes by staff members. Action Plans implemented for the different goals and different grade levels.
- LCAP was shared with parents during SSC/ELAC meetings and with parents who attended Coffee with the Principal.

January-March:

- Implemented changes and modifications to curriculum, programs, materials, and trainings at the school site.
- Shared outcomes with parents during SSC/ELAC meetings and with parents who attended Coffee with the Principal.

March-May:

- Reviewed goals and accomplishments with staff members and determined changes for the following year.
- Shared goals and outcomes with parents who attended meetings and asked for their recommendations.

June-July:

- Administration shared LCAP with Board Members and Parents.

Impact on LCAP and Annual Update

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

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.

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

Modified Goal

Goal 1

Student achievement will increase in core academic areas on the CAASPP/SBAC assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
 Local Priorities: Common Core resources and materials for all students

Identified Need:

Strengthen core curricular instruction in Math, Language Arts, English Language Development, Science and Dual Language Immersion.

 Strengthen teachers' skills in writing instruction to cover: (a) various text types and purposes for writing (opinion, informational, explanatory, narrative, research); (b) production and distribution of writing; (c) research; and (d) range of writing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20															
SBAC scores	<p>Performance levels by grade level on the State Assessment are grouped into percentage of students meeting and exceeding (75-100), students nearly meeting (50-74), and students not meeting (25-49).</p> <table border="1"> <thead> <tr> <th>3rd Grade</th> <th>Language Arts</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>36%</td> <td>39%</td> </tr> <tr> <td>50-74</td> <td>32%</td> <td>23%</td> </tr> <tr> <td>25-32</td> <td>32%</td> <td>35%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>4th Grade</th> <th>Language Arts</th> <th>Math</th> </tr> </thead> <tbody> </tbody> </table>	3 rd Grade	Language Arts	Math	75-100	36%	39%	50-74	32%	23%	25-32	32%	35%	4 th Grade	Language Arts	Math	<p>ELA % scoring Proficient or Advanced = Benchmark +1</p> <p>Math% scoring Proficient or Advanced = Benchmark +1</p>	<p>ELA % scoring Proficient or Advanced = Benchmark +1</p> <p>Math% scoring Proficient or Advanced = Benchmark +1</p>	
3 rd Grade	Language Arts	Math																	
75-100	36%	39%																	
50-74	32%	23%																	
25-32	32%	35%																	
4 th Grade	Language Arts	Math																	

75-100	42%	37%
50-74	23%	52%
25-32	35%	10%

5th Grade	Language Arts	Math
75-100	53%	28%
50-74	26%	39%
25-32	21%	33%

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
All classrooms have adequate math materials, resources, and consumables in English and Spanish. Math manipulatives were purchased for all classrooms.	N.E.W. Academy Canoga Park will provide appropriate, CCSS aligned textbooks, curricular materials, and learning tools for all classrooms. We will purchase Spanish Language Arts and Math curriculum, materials, and tools for Language Academy Classrooms.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000 (repeat expenditure)	\$65,000	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Math curriculum - yearly curriculum updates	Books and Supplies; Yearly curriculum updates	

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Maintain STEMscopes curriculum and material to support the implementation of NGSS.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; NGSS	

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Action
All classrooms and library were replenished with additional books in English and Spanish. Guided reading materials were purchased for all classrooms.	N.E.W. Academy Canoga Park will purchase additional English and Spanish language books for classrooms and the school library.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000 (repeat expenditure)	\$55,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Core materials replacement or additions for classrooms	Books and Supplies; Core materials replacement or additions for classrooms	

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All 3rd, 4th, and 5th grade classrooms utilized Achieve 3000 to prepare and provide students strategies for SBAC testing.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

N.E.W. Academy Canoga Park administration and teaching staff will regularly review students' academy progress on state and local assessments to build on data driven decision making.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000 (repeat expenditure)	\$20,000	\$0
Source	Federal Revenues - Title I	LCFF	
Budget Reference	Books and Supplies; Student online program renewals	Certificated Salaries; Data Analysis by certificated staff	

Action 5

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide staff professional development/training in differentiated instruction and Response to Intervention (RTI). Increase core (Tier 1) instructional support for all students including RSP students. Provide resources and materials for general education and RSP classroom use. Implement a Tiered system of support.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$60,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Resource supplies and training	

Action 6

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Action
<p>Teachers received PD in: NGSS, Social Studies, Readers and Writer's Workshop.</p> <p>Teachers received coaching in ELD, NGSS, and Readers and Writer's workshop.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>Provide Professional Development in:</p> <ul style="list-style-type: none"> • English Language Development and the ELA/ELD Frameworks • (Attend) Professional Learning Communities at Work Institute • Next Generation Science Standards (NGSS) • Social Studies • Math, CGI Math • Language Arts, including: reading fluency, reading comprehension, writing • Depth of Knowledge (DOK) and Higher Order Thinking Skills 	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000 (repeat expenditure)	\$75,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Professional development in common core areas	Services and Other Operating Expenses; Professional development in common core areas	

Action 7

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

We will add a math intervention program and staff member to teach after school to help meet the needs of our at-risk students.

One teacher will be on special assignment to provide intervention for students and to support teachers with strategies on differentiated instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,000 (repeat expenditure)	\$100,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; Math Intervention program / personnel	Certificated Salaries; Intervention program / personnel	
Amount	\$0	\$40,000	\$0
Source		Federal Revenues - Title I	
Budget Reference		Classified Salaries; IA for intervention	

Action 8

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	N.E.W. Academy Canoga Park will continue to provide instruction in music and art.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$100,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 1 Music Teacher	
Amount	\$0	\$15,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Art Teacher	

Action 9

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Maintain instructional aide time for all classrooms to provide 1:1 and small group instruction. Services will be targeting LI, EL, and FY students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$200,000 (repeat expenditure)	\$0
Source		Federal Revenues - Title I	
Budget Reference		Classified Salaries; Instructional Assistants	

Action 10

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL's and RSP students in the Learning Center.</p> <p>Utilize assessment results from MAPS for reclassification data.</p> <p>We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.</p> <p>We will purchase and implement MAP for all grade levels. This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.</p>	<p>N.E.W. Academy Canoga Park will continue to provide the tools necessary for the effective use of technology.</p> <p>Including:</p> <ul style="list-style-type: none"> • Increase and/or replace broken technology in classrooms and computer lab • Purchase or replace missing/broken headsets • Continue using Imagine Learning, Achieve 3000, MAPS, Accelerated Reader (AR), Reading A-Z, and Smarty Ants • Utilize assessment results from MAPS for reclassification data • Increase software for classroom technology in the areas of math, language arts, assessments, and writing 	

<p>We will purchase licensing for Imagine Learning for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.</p> <p>We will purchase Accelerated Reading (AR) for all the classrooms to continue assessing student comprehension levels.</p> <p>We will renew subscription to RAZ Kids and Smarty Ants for the primary grades. These on line assessment tools will assess students in math and language arts.</p>		
--	--	--

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$80,000 (repeat expenditure)	\$85,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Technology renewals and supplies	Books and Supplies; Technology renewals and supplies	
Amount	\$15,000 (repeat expenditure)	\$25,000 (repeat expenditure)	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	
Budget Reference	Books and Supplies; Technology renewals and supplies	Books and Supplies; Technology renewals and supplies	

Action 11

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Maintain staffing to support and facilitate effective use and maintenance of technology.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$55,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries; IT Support	
Amount	\$0	\$72,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; CaINET It Support Services	

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$55,000 (repeat expenditure)	\$0
Source			
Budget Reference		Books and Supplies; iPads/ChromeBooks (fix, replace, increase)	

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

Modified Goal

Goal 2

Increase the academic achievement of English Learners (ELs), SES, Special Education, and Latino/Hispanic subgroups in core academic areas on all state assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: EL, SES, Special Education, and Latino/Hispanic subgroups increasing student achievement

Identified Need:

All subgroups will demonstrate reading fluency to meet the needs of the ELA/ELD proficiencies.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																
Subgroup data - NACP and LAUSD	<p>LAUSD DATA:</p> <p>A1: SBAC SUBGROUP ELA</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups</p> <p>Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.</p> <p>A2: SBAC SUBGROUP MATH</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups</p> <p>Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average</p>	Baseline + 1%	<p>Baseline + 1%</p> <p>ENGLISH LEARNER RECLASSIFICATION</p> <p>Out of the 178 EL students who were tested at the beginning the 2017-2018 school year 69 students, or 39%, met the criteria for reclassification, is higher than the district's average of 12%.</p> <table border="1"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reclassification</td> <td>36%</td> <td>39%</td> <td>+3%</td> </tr> </tbody> </table> <p>2018 SBAC WHOLE SCHOOL</p> <p>We saw a 2% increase in the number of students meeting and exceeding standards during the 2017-2018 school year for English Language Arts. But we saw a 4% decline in the number of students meeting and exceeding standards on the Math assessment.</p> <p>Standards Exceeded and Met</p> <p>ELA =44%</p> <p><i>Met benchmark +2% for ELA</i></p> <p>MATH= 32%</p> <p><i>Did not meet benchmark -4% for Math.</i></p> <p>The table below shows the percent difference between the SBAC scores in 2017 and 2018.</p> <p>SBAC SCHOOLWIDE ELA AND MATH COMPARISON</p> <table border="1"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2016-2017	2017-2018	Difference	Reclassification	36%	39%	+3%		2016-2017	2017-2018	Difference					Baseline + 2%
	2016-2017	2017-2018	Difference																	
Reclassification	36%	39%	+3%																	
	2016-2017	2017-2018	Difference																	

23%, SPED 19% to the District's average 6%

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

ELA	42%	44%	+2%
MATH	36%	32%	-4%

The tables below show the percent standards exceeding and met by grade level for ELA and for MATH.

SBAC SCHOOLWIDE ELA

Grade	Exceeded	Met	Total
3rd	26%	18%	44%
4th	17%	25%	42%
5th	9%	37%	46%

SBAC SCHOOLWIDE MATH

Grade	Exceeded	Met	Total
3rd	20%	28%	48%
4th	6%	19%	25%
5th	8%	16%	24%

EL STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of EL Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	10%	20%	+10%

MATH- Percent of EL Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	9%	15%	+6%

SES STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of SES Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	42%	38%	-4%

MATH- Percent of SES Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
--	-----------	-----------	------------

Standards Met and Exceeded	35%	32%	-3%
----------------------------	-----	-----	-----

SPED STUDENTS ADEQUATE YEARLY PROGRESS

ELA- Percent of SPED Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	13%	7%	-6%

MATH- Percent of SPED Students Standards Met and Exceeded

	2016-2017	2017-2018	Difference
Standards Met and Exceeded	19%	26%	+7%

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>We will continue to analyze data in September or as soon as our CELDT testing is completed for the year. We will group students according to their proficiency levels and determine the focus for grade level ELD program.</p> <p>We will be integrating ELPAC State Assessment as soon as it is approved.</p>	<p>Analyze ELPAC data as soon as it is available to determine the areas of strength and areas of need of English Learners. Group students according to their proficiency levels and deliver targeted designated ELD instruction.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Certificated Staff planning time	

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

We will purchase additional ELD supplemental information for all ELD proficiency levels.
We will purchase ELD intervention program for LTELS and EL's in 4th and 5th grade.
We will utilize our intervention teachers to provide LTELS and EL's extra support after school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

N.E.W. Academy Canoga Park will purchase a Designated ELD Curriculum that includes support for all EL proficiency levels.
Purchase additional ELD supplemental material for all ELD proficiency levels.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$65,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; ELD supplemental materials, books, and resources.	Books and Supplies; ELD supplemental materials, books, and resources.	

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide professional development and coaching for teachers in the areas of integrated and designated ELD, ELD lesson design, and continuous assessment of progress of English Learners.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$60,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Development/Coaching ELD	

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Action
<p>We will continue to provide teachers ELD Professional Development in the areas of ELD and ELA integration, lesson design, and assessment.</p> <p>We will provide ELD coaching to focus on particular strategies and content.</p> <p>Teachers will receive Next Generation Science Standards training throughout the year.</p> <p>Teachers will receive coaching and resources from a science consultant in NGSS science implementation.</p> <p>Teachers will receive social studies training in Social Studies Weekly resource and follow up throughout the year.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>Provide professional development and coaching as necessary for teachers in the areas of Next Generation Science Standards, social studies and Readers and Writers Workshop throughout the year.</p>	

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$50,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Professional development in Common Core areas	Services and Other Operating Expenses; Professional development in Common Core areas	
Amount	\$10,000	\$15,000	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

Action 5

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Action
<p>Implement ELD intervention program after school using the ASSES after school program.</p> <p>Monitor student progress through ASSES.</p> <p>Intervention will be provided to all students during and after school for all students classified EO's, EL's, RFEPs, and IFEPs.</p> <p>Intervention will be provided in Spanish for Language Academy students.</p>	<p>Provide intervention to all students (EO, ELs, RFEPs and IFEPs).</p> <p>Provide intervention in Spanish for students enrolled in the Language Academy Program.</p> <p>Monitor the progress of all students receiving intervention to determine the success of the interventions received and to modify groups and skills being taught.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$40,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; After school ELD intervention personnel	Certificated Salaries; After school ELD intervention personnel	

Action 6

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Action
Implement ELD report card that will be used mid-year for classroom adjustments and at the end of the school year for ELD program articulation. Utilize assessment results from MAPS for reclassification data. Utilize Achieve 3000 data to help provide students strategies for SBAC testing.	Develop and implement common assessments and determine the criteria that will be used to measure students' language proficiency. Modify ELD Report Card based on common assessments and criteria to be used to measure language proficiency.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000 (repeat expenditure)	\$35,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; School wide assessment renewal licensing	Books and Supplies; School wide assessment renewal licensing	

Action 7

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms. Classrooms will update their Readers and Writers materials. Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-4th.	Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms. Classrooms will update their Readers and Writers materials. Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-4th.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Common core materials in Spanish for LA classes	Books and Supplies; Common core materials in Spanish and English for classrooms	

Action 8

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

Students to be Served:

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

Specific Student Group(s): GATE

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Increase GATE student participation and testing by LAUSD by diligently reviewing and monitoring student grades and test scores.	Increase GATE student participation and testing by LAUSD by diligently reviewing and monitoring student grades and test scores.	
Increase field trips for GATE students and extend their learning opportunities.	Increase field trips for GATE students and extend their learning opportunities.	
Alumni 360 students will continue to receive services, resources, and opportunities for college exposure through after school meetings.	Alumni 360 students will continue to receive services, resources, and opportunities for college exposure through after school meetings.	

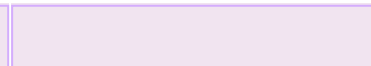
Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$9,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; GATE student resources, testing, materials	Books and Supplies; GATE student resources, testing, materials	
Amount	\$15,000	\$20,000	\$0
Source	LCFF	LCFF	

Budget
Reference

Services and Other Operating Expenses;
field trips

Services and Other Operating Expenses;
field trips



Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Purchase and ELD intervention program for LTELs and ELs in 4th and 5th grade. Teachers will provide embedded ELD intervention for ELs at all grade levels, with additional focus for LTELs in grades 4th and 5th. Provide ELs and LTELs extra intervention support after school.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$30,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; ELD Intervention Program	

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

Modified Goal

Goal 3

Increased parental collaborations and engagement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Parent communication and surveys/feedback

Identified Need:

We will continue to use communication applications such as Remind and Bloomz at all grade levels to ensure immediate communication with students' parents/guardians.
We will continue to use different communication media outlets (telephone/voice messaging, email, e-newsletter, parent portal, website) to share school-wide information, news, and events.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent involvement at school events	75% of Parents will be involved at every event.	78% of Parents will be involved at every event.	80% of Parents will be involved at every event.	85% of Parents will be involved at every event.

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>Continue to increase parent involvement in School Site Council, English Language Learner Advisory Council, and Coffee with Principal.</p> <p>Increase parent involvement in workshops.</p> <p>Increase parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and parents.</p> <p>Provide parents refreshments or coffee during monthly meetings.</p> <p>Provide parent Language Academy evening meetings.</p> <p>Provide grade level orientations before school starts.</p> <p>Provide parents childcare during school meetings, workshops, and trainings.</p>	<p>Increase/maintain parental involvement by facilitating participation in school-wide events and workshops, encouraging input during meetings (SSC/ELAC, Coffee With the Principal), and maintaining an open line of communication.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$35,000 (repeat expenditure)	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	
Budget Reference	Certificated Salaries; Parent council meetings, orientations, and monthly meetings	Certificated Salaries; Parent council meetings, orientations, and monthly meetings (administration, 2 times per month plus 6 other)	
Amount	\$0	\$10,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Preparing material, providing translations for paper work and at meetings	

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Action
Provide PIQE training for parents. Provide parent leaders training in how to conduct Latino Family Literacy Project program to other parents. Provide Math training during Math Festival. Provide parent training in technology, English, Spanish, and how to help students with homework. Provide technology training. Provide parents conference attendance to CABE or any other school event.	Provide leadership training for parents in one or more of the following: English Learner Advisory Committee, Project 2 Inspire, Padres Promotores, Latino Family Literacy Project Provide workshops/trainings for parents in Math, Science, Reading, Writing, homework help, and/or Technology. Provide opportunities for parents to attend conferences such as CABE, other local conferences, and any other school event.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$45,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Parent conference attendance and	Services and Other Operating Expenses; Parent conference attendance and	

	materials	materials	
Amount	\$0	\$10,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; classified staff to translate and/or prepare material for each meeting	

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Phone messages will continue to be delivered bilingually to all parents.
Provide parents Spanish translations of documents during all meetings.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Phone messages will continue to be delivered bilingually to all parents.
Provide parents Spanish translations of documents during all meetings.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$15,000	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Parent translations during meetings, newsletters, and phone messages	Classified Salaries; Parent translations during meetings, newsletters, and phone messages	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide reading resources for students at our annual Read Across America Family Reading Picnic. Provide reading resources for students to use during summer school.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Provide books to read at home.	
Amount	\$0	\$10,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; 3 hours for 1 classified staff to order books; 8 hours for 3 staff to make copies	

Action 5

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
Provide Family Read Across America Literacy Night presenter.	Provide an Author/Presenter at out annual Read Across America Family Literacy Night.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Parent and student presenter for Literacy Night	Services and Other Operating Expenses; Parent and student presenter for Literacy Night; Plus 5 hours librarian time to contact, prepare for visit; 2 hours admin time	
Amount	\$0	\$5,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries; 3 classified staff 2 hours each to provide: translations, supervision, and/or prepare material	

Action 6

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
Purchase materials for LFLP. Provide teachers stipends for LFLP parent training. Provide stipend to Instructional Assistants working the LFLP teachers.	Purchase materials to implement the Latino Family Literacy Project (LFLP) at least twice during the school year. Hire teachers and Instructional assistants to implement the LFLP.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000 (repeat expenditure)	\$15,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Latino Family Literacy Project presenters and materials	Services and Other Operating Expenses; Latino Family Literacy Project presenters and materials	

Action 7

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
Hire a parent coordinator to assist with communication and organization. Hire a TESOL/ESL and Spanish teacher for parent ESL and Spanish Workshops.	Hire a Parent Liaison/Coordinator to assist with communication and organization. Hire an ESL and a Spanish as a Second Language teacher for parent workshops.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000 (repeat expenditure)	\$40,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; ESL teacher for parents and parent coordinator	Classified Salaries; Parent Liaison (PT) and ESL teacher for parents (2-5 hours per week)	

Action 8

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide parents refreshments, coffee/water during monthly meetings, trainings, and/or workshops.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$4,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Food, refreshments, drinks for meetings and workshops.	
Amount	\$0	\$3,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; 2 hours classified staff to purchase/pick up/prepare food and beverages	

Action 9

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to work with the Dennis P. Zine Community Center for parent outreach.
Work with Tierra Del Sol to refer parents.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to work with the Dennis P. Zine Community Center for parent outreach.
Work with Tierra Del Sol to refer parents.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0
Source			
Budget Reference	; Communicate, collaborate, and work with Family Source Center	; Communicate, collaborate, and work with Family Source Center	

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

Modified Goal

Goal 4 Monitor the academic progress of all students to determine instruction, interventions, and supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 6. School climate; 8. Other pupil outcomes
Local Priorities: Student achievement in all subgroups and common core

Identified Need:

Review data and make adjustments to core instructional program, interventions and supports.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Subgroup data from SBAC benchmarks	<p>A1: SBAC SUBGROUP ELA</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups</p> <p>Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.</p> <p>A2: SBAC SUBGROUP MATH</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups</p> <p>Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%</p> <p>A3: SBAC SCHOOLWIDE ELA</p> <p>The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average</p> <p>43% to the District's average 39%</p>	<p>ELA benchmarks 1% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 1% scoring Proficient or Advanced = Benchmark</p>	<p>ELA benchmarks 2% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 2% scoring Proficient or Advanced = Benchmark</p>	<p>ELA benchmarks 3% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 3% scoring Proficient or Advanced = Benchmark</p>

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>We will continue to implement a 3 week summer school program focused on Science and Art for all students interested in attending.</p> <p>Purchase materials for the classrooms, snacks for students, and provide Instructional Assistants for the teachers.</p> <p>Hire summer staff to manage summer school.</p>	<p>N.E.W. Academy Canoga Park will continue to implement a three week summer school program focused on Science, Technology, Engineering, and Art <i>plus Reading</i> (STEAM+R) for all students interested in attending.</p> <p>Provide Reading Intervention as needed for students during summer school and will measure academic growth.</p> <p>Purchase materials for classrooms and provide snacks for students during summer school.</p> <p>Hire certificated and classified staff for the summer school program.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000	\$0
Source	LCFF	LCFF	

Budget Reference	Certificated Salaries; Summer School intervention program for all students	Certificated Salaries; Summer School intervention program for all students	
Amount	\$10,000	\$10,000	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; Summer School	Classified Salaries; Summer School Classified Staff	

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
Provided targeted homelessness, foster youth, low income, and migrant families gently worn and new shirts, school uniforms. Shoes, school supplies, and books for the summer and at the beginning of the school year.	Continue to provide the following items for our targeted homeless youth, foster youth, low income, and migrant families: <ul style="list-style-type: none"> • Gently worn and/or new clothes • Shoes • School supplies • Books for the summer reading 	

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$6,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Resources, materials, clothing, and food for FY, Homelessness, and low income families	Books and Supplies; Resources, materials, clothing, and food for FY, Homelessness, and low income families	
Amount	\$0	\$5,000	\$0
Source		LCFF	

Budget
Reference

	Classified Salaries; Homeless Youth Liaison (5 hours per month)	
--	---	--

Action 3

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

Students to be Served:

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

Specific Student Group(s): GATE

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
GATE students are provide enrichment and extra-curricular activities. Alumni 360 returning students are provided resources, advice, field trips, and training by GATE teacher. Alumni 360 end of year celebration dinner.	Provide enrichment and extra-curricular activities for GATE students. Provide resources, advice, field trips, and training by GATE teacher for returning students participating in Alumni 360. Provide a celebration event at the end of the year for Alumni 360 participants.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; GATE students recieve resources, materials, curriculum at their level and they are assessed through LAUSD	Books and Supplies; GATE students receive resources, materials, curriculum at their level and they are assessed through LAUSD.	

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Action
Teachers plan trimester benchmarks and provide administration results. Establish Data Meetings at least once a month. Administration will sit in on grade level meetings.	Establish a Data Analysis Meeting Calendar with meetings being held at least once a month. Teachers will analyze beginning of the school year data to establish Learning Goals and Objectives. Teachers will share data analysis, goals and objectives with Administration. Teachers and Administration will participate in regular DATA Analysis meetings to monitor students' academic achievement. At the end of each trimester teachers will provide administration the results of grade level assessments and plans of action for differentiated instruction. Teachers will modify the instructional program and will group students for effective instruction to meet the needs of all their students. Teachers and Instructional Assistants will provide in-class interventions and will monitor student growth. Our Intervention Teacher and Instructional Assistant(s) will provide targeted interventions during the school day to students most at risk.	

	Students participation in intervention will be documented and academic growth will be monitored.	
--	--	--

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$50,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; Data meetings for teachers / salaries	Certificated Salaries; Data meetings for teachers / salaries (1 meeting per month + additional meeting every trimester)	

Action 5

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

After School Learning Center Intervention sessions will be provided to all at risk and low students after school 2nd – 5th grade.

Instructional assistants will assist with the students attending Learning Center.

Learning Center will utilize Imagine Learning software to assess and reteach students in their identified needs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide After School Intervention sessions for students in grades 1st-5th who are at risk.

Instructional assistants will assist certificated staff with students attending the after school intervention.

Intervention teachers will use intervention material, resources, and strategies to deliver targeted instruction.

Imagine Learning software will be used as one center/resource to assess and reteach students in their identified needs.

Teachers providing intervention will measure the academic growth of students and effectiveness of interventions.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$0
Source	Other State Revenues	Other State Revenues	

Budget Reference	Certificated Salaries; Special Education after school intervention program	Certificated Salaries; After school intervention program (4 teachers, 3 sessions 1 hour 3 days per week)	
Amount	\$0	\$10,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Intervention (4 IAs- 3 sessions; 1 hour, 3 times per week)	

Action 6

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
<p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all students that are low and are considered English Learners. Imagine Learning will assess all students in oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd – 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students use Smarty Ants for additional practice.</p> <p>iPAD software is utilize to integrate the curriculum.</p> <p>Digital Library resources utilized throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>	<p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all students that are low and are considered English Learners. Imagine Learning will assess all students in oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students use Smarty Ants for additional practice.</p> <p>iPAD software is utilize to integrate the curriculum.</p> <p>Digital Library resources utilized throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Online assessment and technology software for all students	Books and Supplies; Online assessment and technology software for all students	

Action 7

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Action
Grade level release planning time. Language Academy release planning time. Coaching opportunities with grade levels. Growing Educators / educational consultant coaching. Balanced literacy training and coaching. Next Generation Science Standards training. Social studies training. ELD coaching and follow up training. Teacher training substitute coverage. Conference attendance to CABE, CCSA, ACSD, and other local and Californian conferences. Latino Family Literacy Project training. Provide teachers additional technology training, resources, and applications to utilize in the classroom. Teachers are provided additional 5 days of professional development time in June for	Provide grade-level release planning time for all teachers and additional release days for Language Academy Teachers. Provide coaching opportunities to all grade levels in core curricular areas. Provide substitute coverage during teacher training/coaching sessions. Conference attendance to CABE, CCSA, ACSD, and other local and Californian conferences. Provide teachers additional technology training, resources, and applications to utilize in the classroom.	

lesson planning, pacing guides, and assessment schedules.		
---	--	--

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$120,000 (repeat expenditure)	\$100,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Professional development, coaching, planning and mentoring for teachers	Services and Other Operating Expenses; Professional development, coaching, planning and mentoring for teachers and administration	

Action 8

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Teachers will be given paid summer planning time in June to develop/refine curriculum that is CCSS and/or NGSS aligned and to develop/refine assessments and rubrics.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$22,000	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Summer June Planning PD for all teachers to update CCSS/NGSS Pacing Guide, curriculum, etc.	

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

Modified Goal

Goal 5

Maintain/increase student attendance and engagement. Maintain a suspension/expulsion rate of 1% or less.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate;
8. Other pupil outcomes
Local Priorities:

Identified Need:

N.E.W. Academy Canoga Park students come from all over San Fernando Valley and due to traffic conditions students are often tardy.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Daily Average rate	Less than 10% absence rate.	Less than 8% absence rate.	Less than 7% absence rate.	Less than 6% absence rate.

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>We will continue to monitor student attendance on a monthly basis and provide all perfect attendance students with a "free" dress day once a month.</p> <p>We will increase perfect attendance celebrations for students meeting criteria.</p>	<p>Continue to monitor student attendance on a monthly basis.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Student and Parent recognition assemblies and meetings	Classified Salaries; Student and Parent recognition assemblies and meetings	

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	<p>Increase perfect attendance celebrations and recognitions for students meeting criteria.</p> <p>Provide all perfect attendance students with one of the following on a monthly basis:</p> <ul style="list-style-type: none"> • FREE dress day • Dance Party during lunch • Lunch with the Principal • Extra 10 min recess <p>We will recognize each grade level class with best attendance for the month by posting their class photo with our dolphin mascot in the office.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$5,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Books, prizes and celebrations for attendance	

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
Provide parents training in the effects of poor attendance. Provide parents certificates for students' perfect attendance for the month. Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time.	Provide parents training in the effects of poor attendance. Provide parents certificates for students perfect attendance for the month. Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	
Budget Reference	Books and Supplies; Parent workshops, resources, and materials regarding school attendance	Books and Supplies; Parent workshops, resources, and materials regarding school attendance provided by administration and office/attendance clerk	

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide staff development training in the effects of poor attendance.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide staff development on the importance of school attendance and the negative effects poor attendance can have on students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000 (repeat expenditure)	\$8,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; Provide PD to all staff members regarding poor attendance	Certificated Salaries; Administration to provide PD to all staff members regarding poor attendance	

Action 5

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Establish SART meetings 4 times a year and meet with parents to discuss repercussions of excessive truanancies and absences.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Establish SART meetings four (4) times a year and meet with parents to discuss repercussions of excessive truanancies and absences.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Parent meetings and workshops regarding ADA	Books and Supplies; Parent meetings and workshops regarding ADA provided by administration and office/attendance clerk	

Action 6

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Develop a school-wide Monthly Positive Character Traits program using the Second Step Program and Anti-Bullying Prevention Program as a guide to ensure the safety and well-being of all students.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$8,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Positive Behavior committee to develop list of character traits. Purchase posters, banners, certificates	
Amount	\$0	\$24,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Continue to provide playground supervisors and traffic safety supervisors	

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

Modified Goal

Goal 6

All students will continue to receive standards-based instruction from qualified, fully credentialed and assigned teachers.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities: Teacher Credentialing

Identified Need:

We will provide teachers/staff stipends for additional duties.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Certificated and Credentialed staff	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>We will continue to hire certificated and classified staff.</p> <p>We will continue to hire BCLAD certified teachers in Spanish for Language Academy Program.</p> <p>We will continue to hire highly qualified Instructional Assistants for the classrooms.</p>	<p>N.E.W. Academy Canoga Park will continue to hire qualified certificated and classified staff.</p> <p>Continue to hire BCLAD certified teachers in Spanish for Language Academy Program.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0
Source			
Budget Reference	; Follow hiring practices as dictated by CTC	; Follow hiring practices as dictated by CTC	
Amount	\$0	\$65,000	\$0

Source		LCFF	
Budget Reference		Classified Salaries; Continue to provide Librarian	

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
---	---

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
--	--	---

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Action
<p>We will continue to provide BCLAD certified teachers \$5,000 stipend.</p> <p>We will continue to provide Leadership Team a \$1,000 stipend a year.</p> <p>We will continue to provide Technology Team a \$1,000 stipend a year.</p>	<p>Continue to provide BCLAD certified teachers assigned to a Language Academy/Dual Language Immersion classroom a \$5,000 yearly stipend for additional duties.</p> <p>Continue to provide BCLAD certified administrators a \$5,000 yearly stipend for additional duties.</p> <p>Continue to provide Leadership Team members a \$1,000 yearly stipend for additional duties.</p> <p>Continue to provide Technology Team members a \$1,000 yearly stipend for additional duties.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$65,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries; Stipends provided to teachers for BCLAD, Committees, Teams	Certificated Salaries; Stipends provided to teachers and admin with BCLAD, Committees and Teams	

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

We will hire a TESOL/ESL English Teacher for parent workshops.
We will hire a Spanish parent teacher for parent workshops.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Hire an ESL teacher for parent workshops.
Hire a Spanish teacher for parent workshops.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$30,000	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries; ESL Teacher for parent workshops	Classified Salaries; ESL Teacher for parent workshops	

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

Modified Goal

Goal 7

Maintain a safe, clean, orderly, and "in good" condition facility.

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 6. School climate; 8. Other pupil outcomes
Local Priorities: 100% safe and clean facilities.

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% compliance on facility inspections by LAUSD	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.

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:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

We will continue to maintain our school in good repair.
We will continue to participate in yearly plan and facility inspections.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue to maintain our school in good repair.
Continue to participate in yearly plan and facility inspections.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$200,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Maintenance of facility	Services and Other Operating Expenses; Maintenance of Facility	

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Action
<p>We will continue to upgrade air conditioning units and provide maintenance throughout the year.</p> <p>We will continue to upgrade facets and plumbing hardware throughout the school.</p> <p>We will continue to update old appliances in the kitchen and increase cooking utensils.</p> <p>We will upgrade technology screens and hardware in the library.</p> <p>We will continue to "touch up" the facilities.</p>	<p>Continue to upgrade air conditioning units and provide maintenance throughout the year.</p> <p>Continue to upgrade faucets and plumbing hardware throughout the school.</p> <p>Continue to update old appliances in the kitchen and increase cooking utensils.</p> <p>Continue to touch up the facility as needed.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$50,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; Facilities maintenance, repair, and replacement of air conditioners and other items	Services and Other Operating Expenses; Facilities maintenance, repair, and replacement of air conditioners	

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action
Paint all school buildings in original colors.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$170,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Hire professional painters to paint the school in original colors.	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,291,166

Percentage to Increase or Improve Services:

33.50%

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](#)).

2018-2019

The LCFF supplemental and concentration funds allocation is budgeted LEA Wide while mainly targeted towards meeting the needs of unduplicated student populations. The planned actions and services were selected to increase student academic achievement in meeting all Common Core State Standards.

Funds will be used towards:

- The adoption of a Designated ELD Curriculum for all grade levels served by NACP.
- Continue to provide additional resources and materials for families to use at home.
- Provide access to educational software applications for home use.
- Replace or update technology.
- Maintain student access to 1:1 devices.
- Provide additional interventions during and after school with focus on ELs, Low Income and Foster Youth as needed.
- Teacher on special assignment for Intervention and intervention instructional assistant.
- Provide students with gently worn clothes, shoes, backpacks/school supplies and other needed resources as needed three times per school year.
- Provide translation, social service community supports for low-income, foster youth and English Learner families.
- Develop a School-Wide Character Program based on the strategies taught in the Second-Step Social-Emotional Program and Second-Step Bullying Prevention Curriculum.
- Hire a part time Parent Liaison to help bridge the school and home

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$1,078,328

Percentage to Increase or Improve Services:

30.00%

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](#)).

After school interventions targeting specific student needs. (ELD, Math, Intervention)
Additional classroom support: Instructional assistants targeted in Kindergarten, First grade, and Dual Immersion classes.
Additional resources, materials, and books for students to take home.