

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	N.E.W. Academy Canoga Park
CDS code:	19 64733 0102483
LEA contact information:	Clara Guerrero
Coming LCAP Year:	FY19-20
Current LCAP Year	FY18-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the FY19-20 LCAP Year		Amount
Total LCFF funds	\$	3,738,571
LCFF supplemental & concentration grants	\$	1,243,299
All other state funds	\$	248,239
All local funds	\$	352,029
All federal funds	\$	683,316
Total Projected Revenue	\$	5,022,156

Total Budgeted Expenditures for the FY19-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	6,207,963
Total Budgeted Expenditures in LCAP	\$	3,303,202
Total Budgeted Expenditures for High Needs Students in LCAP	\$	1,259,541
Expenditures not in the LCAP	\$	2,904,761

Expenditures for High Needs Students in the FY18-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	115,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$	115,000

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>Our costs for the actions to improve services for high needs students were significantly lower due to funding for academic support and enrichment opportunities through grants from the Youth Policy Institute, Las BEST and ASES. All three provided our students with before (YPI) and after school care which support families of high needs students. Community resources provided our families with additional resources at no cost to the school.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: N.E.W. Academy Canoga Park

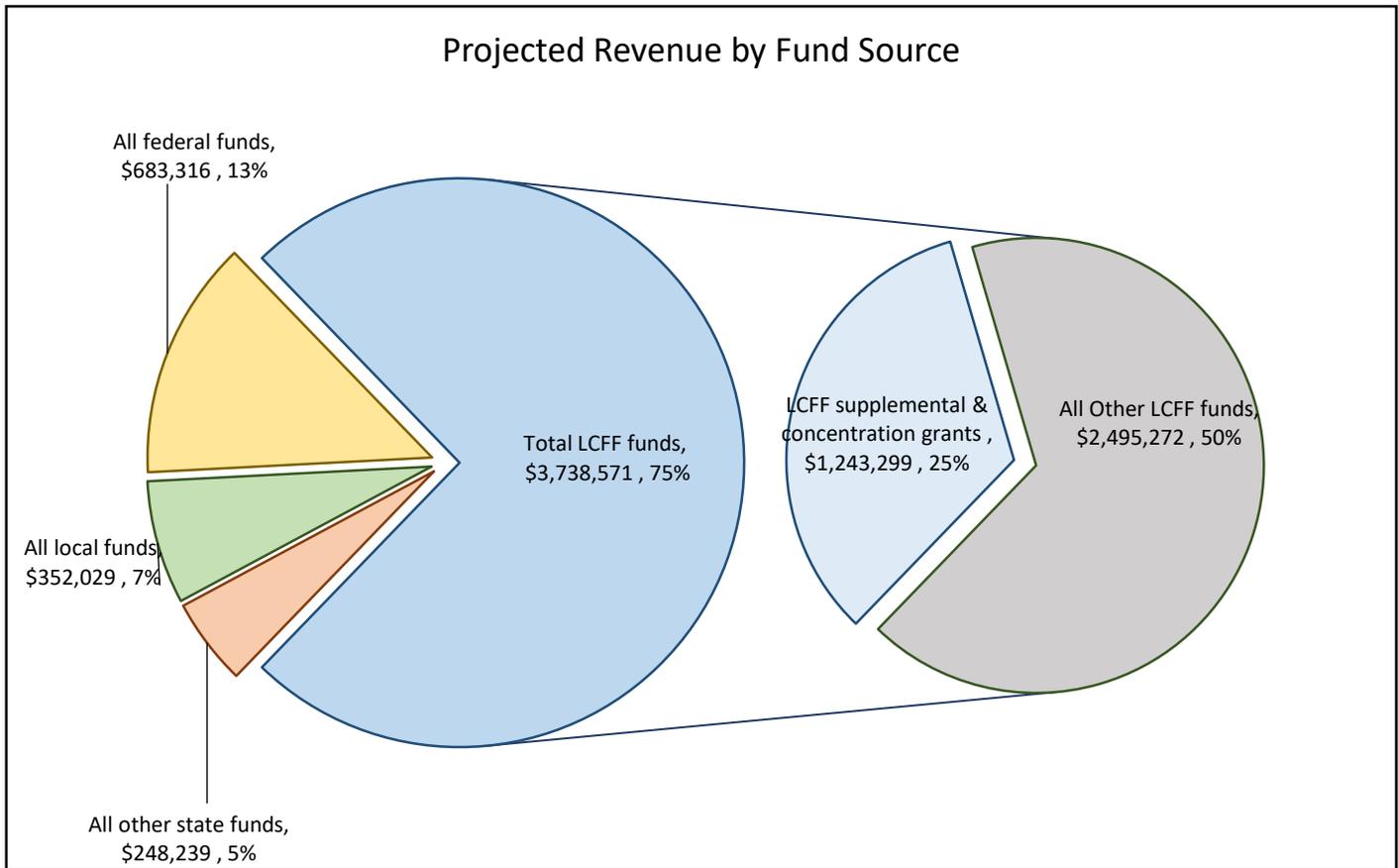
CDS Code: 19 64733 0102483

Local Control and Accountability Plan (LCAP) Year: FY19-20

LEA contact information: Clara Guerrero

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

Budget Overview for the FY19-20 LCAP Year

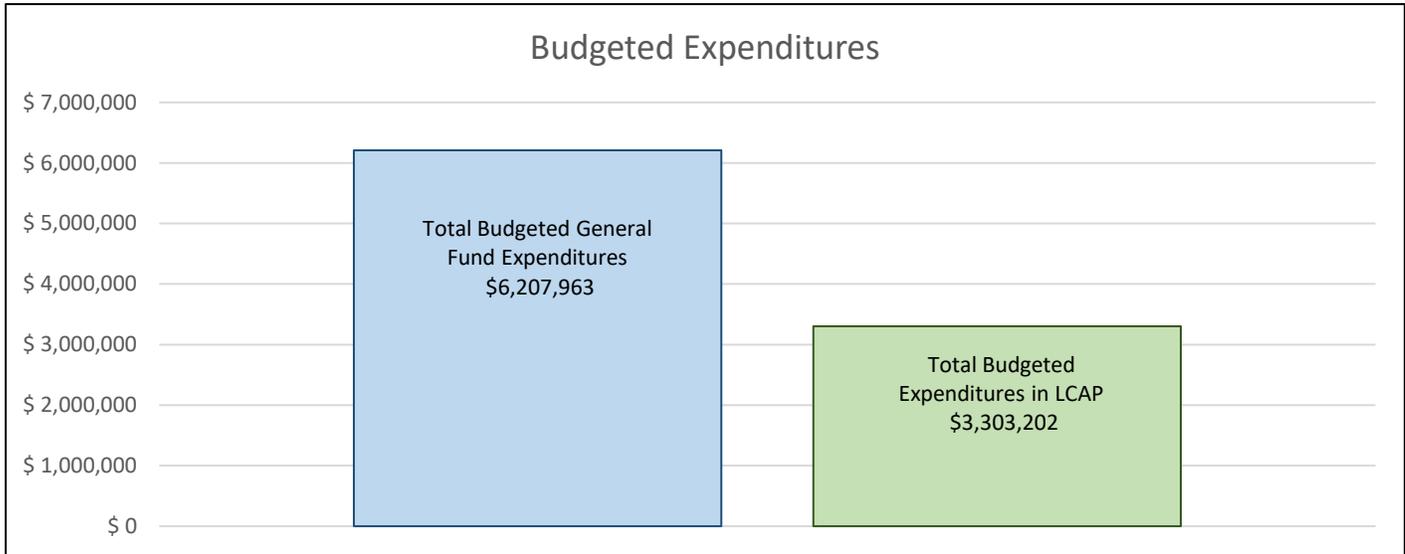


This chart shows the total general purpose revenue N.E.W. Academy Canoga Park expects to receive in the coming year from all sources.

The total revenue projected for N.E.W. Academy Canoga Park is \$5,022,155.52, of which \$3,738,571.20 is Local Control Funding Formula (LCFF), \$248,239.26 is other state funds, \$352,028.71 is local funds, and \$683,316.36 is federal funds. Of the \$3,738,571.20 in LCFF Funds, \$1,243,299.24 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much N.E.W. Academy Canoga Park plans to spend for FY19-20. It shows how much of the total is tied to planned actions and services in the LCAP.

N.E.W. Academy Canoga Park plans to spend \$6,207,963.44 for the FY19-20 school year. Of that amount, \$3,303,202.00 is tied to actions/services in the LCAP and \$2,904,761.44 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

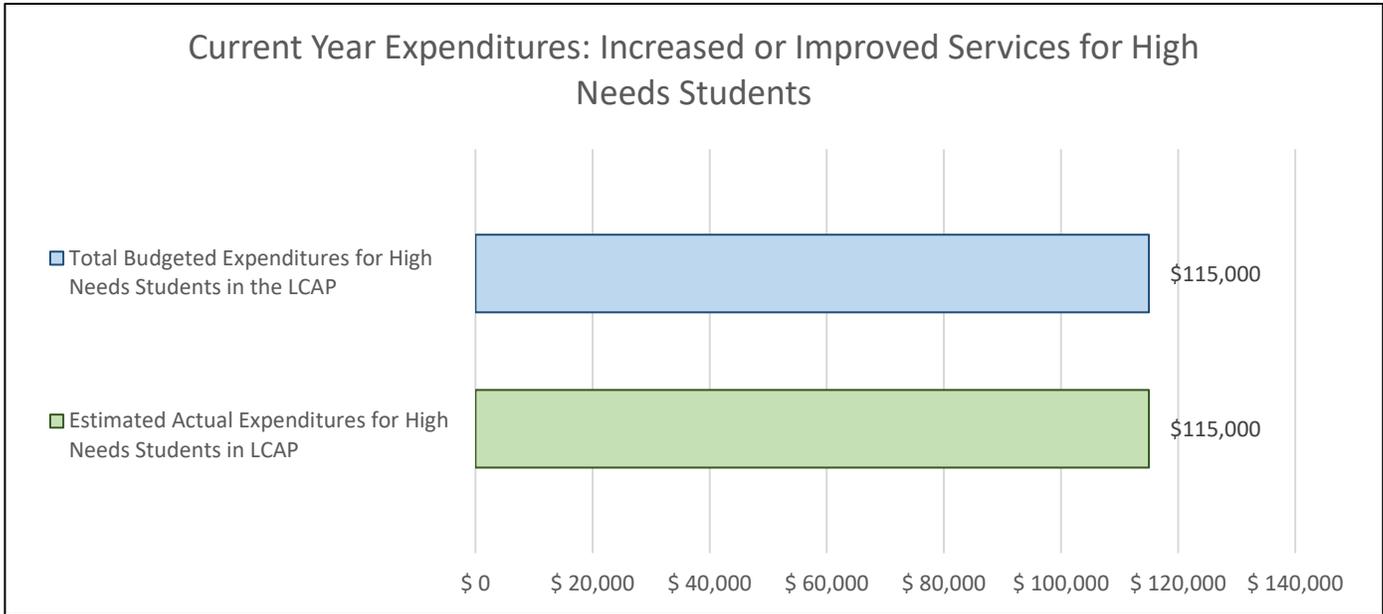
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in FY19-20

In FY19-20, N.E.W. Academy Canoga Park is projecting it will receive \$1,243,299.24 based on the enrollment of foster youth, English learner, and low-income students. N.E.W. Academy Canoga Park must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, N.E.W. Academy Canoga Park plans to spend \$1,259,541.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in FY18-19



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

In FY18-19, N.E.W. Academy Canoga Park's LCAP budgeted \$115,000.00 for planned actions to increase or improve services for high needs students. N.E.W. Academy Canoga Park estimates that it will actually spend \$115,000.00 for actions to increase or improve services for high needs students in FY18-19.

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)

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

LEA Name

N.E.W. Academy Canoga Park

Contact Name and Title

Dr. Clara Guerrero
Principal

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.

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.

NACP came up for review in 2008 and then again was re-chartered through LAUSD for 2013-2018. We recently received charter renewal approval for 2018-2023.

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:

- Inauguration of NACP's Parent Center: In October of 2018 NACP hired two Family Advocates to run the school's first Parent Center. The Parent Center is open from Tuesday to Friday from 9:00am to 2:00pm and offers parents a variety of hands-on workshops, community building activities, volunteer opportunities and family and community outreach.
- Pathways to Biliteracy Awards Ceremony: NACP hosted the second annual 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.
- 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. Our annual Family Reading Picnic was held on the last day of the national Read Across America Celebration and students received a book to add to their personal library.
- Extra Curricular Activities: NACP offers students after school extra curricular activities such as sewing club, art club, math scholar's club, etc. Various extracurricular and sports activities are offered through our grants and partnership with LA's BEST and the YPI program and they include science, basketball, flag football and our Drill Team. We are proud to announce that our Drill Team received third place in last year's

competition and this year they brought home First Place!

- **Art Show:** NACP has partnered with a local artist to provide a standard's based program that focuses on providing students with relevant and developmentally appropriate art instruction and appreciation. Students use the techniques taught in the lesson to create art pieces that are displayed in our hallway bulletin boards and in classrooms. All student selected pieces are displayed in our annual Art Show for families and other students to enjoy.
- **Music Instruction:** NACP continued to provide a music teacher who helped students learn about music appreciation, rhythm, sound, etc. Students prepared pieces to showcase their talents at our annual Winter and Spring Shows.

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.

- **NACP's Parent Center:** Since opening it's doors in Fall of 2018 NACP's Family Advocates have worked diligently to offer parents a variety of hands-on workshops, community building activities, volunteer opportunities and family and community outreaching. Topics for workshops and volunteer opportunities came from surveys completed by parents and school personnel. A monthly newsletter is distributed to families via the Parent Center's Remind App and hard copies are made available in the front office as well.
- **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, 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. Parents received the Student Parent Handbook with information about the school on the first day of school. 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 Bloomz and Remind.
- **Parent Workshops:** NACP offers parents and guardians the opportunity to attend workshops conducted either by NACP certified teachers, educational consultants, or our family advocates. 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.).
- **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 for the 2019-2020 school year are as follows:

Goal 1: Student achievement will increase in core academic areas on the CAASPP/SBAC assessments.

- Teachers continue to provide standards-based lessons aligned to the CCSS
- NACP has purchased all curricular and supplemental materials for ELA, SLA, Math, Science, etc.
- Teachers participated in Professional Development focused on CCSS for Language Arts and Math
- Students received targeted instruction and intervention from classrooms teachers, Instructional Assistants and our Reading Intervention Specialists

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.

- We saw a 19.5% increase in the number of EL students meeting and Exceeding standards in grades 4 and 5 in the SBAC
- We have maintained a higher reclassification rate compared to the district's average of 27.2%
- Teachers continue to provide standards-based lessons aligned to the ELD Standards
- NACP purchased supplemental materials to support ELD instruction
- Teachers participated in Professional Development focused on integrated and designated ELD
- Students received targeted instruction and intervention from classrooms teachers, Instructional Assistants and our Reading Intervention Specialists as needed

Goal 3: Increase parental collaborations and engagement.

- We hired two family advocates to work with and help us involve more families in school events, workshops and opportunities
- NACP opened the Parent Center in Fall of 2018 and offers workshops, training, engagement opportunities, information and serves as a bridge between the school and the home.
- We had an increase in parent participation in school events, conferences, meetings, etc.

- We added a Monthly Newsletter to keep parents and other stakeholders informed of celebrations and upcoming events

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

- NACP continued to monitor student progress by analyzing state testing data and internal data to determine instructional focus, interventions and supports.

Goal 5: Maintain/increase student attendance and engagement. Maintain a suspension/expulsion rate of 1% or less.

- We monitored attendance data on a monthly basis and maintained a 95% or higher
- We counseled with individual parents and students
- We celebrated students with perfect attendance

Goal 6: All students will continue to receive standards-based instruction from qualified, fully credentialed and assigned teachers.

- Students received instruction from highly qualified and certificated teachers. Highly qualified substitutes and support staff were hired to provide instruction.

Goal 7: Maintain a safe, clean, orderly, and "in good" condition facility.

- The school has been maintained safe, clean, orderly and in good condition.
- Repairs were made as needed.

Review of Performance

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

Greatest Progress

NACP students have demonstrated developing levels of student achievement and progress as measured by our internal ELA and Math assessments and other local indicators which are monitored and analyzed on an on-going basis using a systematic process that teachers and administration developed to periodically evaluate the instructional program. The school selected a consistent assessment tools to provides meaningful data to help determine growth over time which also aligns with the mastery of the common core standards. The assessments are given every 6-8 weeks and the data is analyzed in depth at the beginning of the year (BOY), middle of the year (MOY) and at the end of the year (EOY). This analysis is used by teachers to identify areas of strength and areas of need. Teachers then modify their instructional approach to ensure students receive targeted curriculum and instruction. Results are also used to determine the supports that will be provided to students as well as to identify students who will benefit from interventions beyond the classroom setting or those who have made enough progress that they may not require further intervention services.

From the analysis of State and Internal Data we determined that we need to provide additional supports for our English Language Learners especially those in the upper grades who have not reclassified. For the 2019-2020 school year we will be adopting an ELD curriculum and will provide our teachers with ongoing ELD Professional Development. Those initiatives coupled with careful monitoring of our ELs academic progress will in turn help our students make progress.

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

Greatest Needs

Areas noted for further Growth and/or Improvement:

SBAC GROUP ELA

Per the California Dashboard: Although our English Learners showed improvement in some areas in the SBAC from last school year. They are still below standards in both ELA and Math. The figures taken from the dashboard illustrate this point for ELA:

English Language Arts Data Comparisons: English Learners

Current English Learners

- 65.8 points below standard
- increased 22.5 points
- Number of Students: 80

SBAC SUBGROUP MATH

Per the California Dashboard: Although our English Learners showed improvement in some areas in the SBAC from last school year. They are still below standards in both ELA and Math. The figures taken from the dashboard illustrate this point for MATH:

Mathematics Data Comparisons: English Learners

Current English Learners

- 58.9 points below standards
- Maintained 0.2 points
- Number of Students: 80

SBAC SCHOOLWIDE ELA

NACP maintained in SBAC ELA as details from the Dashboard Indicate:

- 14.6 points below standard
- Maintained 2.2 points
- Number of Students: 237

SBAC SCHOOLWIDE MATH

NACP increased in SBAC as MATH details from the Dashboard Indicate:

- 25.2 points below standard
- Decreased 6 points
- Number of Students: 237

ENGLISH LEARNER RECLASSIFICATION

Our reclassified English learners (RFEPS) have done well on the SBAC as figures from the Dashboard illustrate:

SBAC ELA:

Reclassified English Learners

- 17.2 points above standard
- Increased 12 points
- Number of Students: 97

SBAC MATH:

Reclassified English Learners

- 0.3 points above standard
- Increased 5.1 points
- Number of Students: 97

The rate of reclassification for NACP is pending for the 2018-2019 school year. The reclassification rate for NACP was higher than the district's average of 27.7% during the 2017-2018 school year. 39.2% of our English Learners scored at Level 4, Well Developed and 41.6% of our English Learners scored at a Level 3, Moderately Developed.

NACP has a Teacher on Special Assignment that provides Reading Intervention to all students based on the area of greatest need as determined after teachers analyzed data.

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

Performance Gaps

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 (ELD)
- English Language Arts/ Spanish Language Arts
- Professional Learning Communities
- NGSS
- Math
- Building a Positive School Culture to Become a Level 3 School

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

Annual Measurable Outcomes

	Expected	Actual																				
SBAC scores	<p>2018-19 ELA % scoring Proficient or Advanced = Benchmark +1</p> <p>Math% scoring Proficient or Advanced = Benchmark +1</p>	<p>Based on preliminary data for 2019 the percentage of students scoring at Standards Exceeded and Met for all grades Third through Fifth is as follows:</p> <p>In English Language Arts 41% of our students scored at meeting or exceeding standards.</p> <p>In the area of Mathematics 36% of our students scored at meeting or exceeding standards, surpassing the benchmark by 4%.</p> <p>NACP Standards Exceeded and Met Whole School Comparisons</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2018-2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">-3%</td> </tr> <tr> <td>MATH</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">+4%</td> </tr> </tbody> </table> <p>The tables below show the percent standards exceeding and standards met by grade level for ELA and Math.</p> <p>2019 ELA Percent Standards Exceeded & Met by Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Exceeded</th> <th>Met</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		2017-2018	2018-2019	Difference	ELA	44%	41%	-3%	MATH	32%	36%	+4%	Grade	Exceeded	Met	Total				
	2017-2018	2018-2019	Difference																			
ELA	44%	41%	-3%																			
MATH	32%	36%	+4%																			
Grade	Exceeded	Met	Total																			

3rd	15%	24%	39%
4th	18%	23%	41%
5th	10%	33%	43%

2019 MATH Percent Standards Exceeded & Met by Grade Level

Grade	Exceeded	Met	Total
3rd	12%	36%	48%
4th	10%	29%	39%
5th	5%	15%	20%

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>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.</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>Maravillas, a new Spanish Language Arts curriculum, was purchased for all Dual Language Immersion Classrooms in grades K-5th.</p> <p>All classrooms have appropriate ELA and Math curriculum materials and learning tools.</p>	<p>\$65,000 - LCFF - 4000-4999 Books and Supplies - Yearly curriculum updates \$144,530 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$59,279 \$85,251 - LCFF - 4000-4999 Books and Supplies - student software& materials</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>Maintain STEMscopes curriculum and material to support the implementation of NGSS.</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 have STEMscopes curriculum and materials to support the implementation of NGSS.</p>	<p>\$15,000 - LCFF - 4000-4999 Books and Supplies - NGSS</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - No new textbooks</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>N.E.W. Academy Canoga Park will purchase additional English and Spanish language books for classrooms and the school library.</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>New Spanish literature books were purchased for the language academy classrooms. A set of classroom library books were purchased for the new 5th grade language academy classroom.</p> <p>Additional books were added to classroom libraries and the school library.</p>	<p>\$55,000 - LCFF - 4000-4999 Books and Supplies - Core materials replacement or additions for classrooms (repeated expenditure)</p>	<p>\$59,279 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$22,628 - LCFF - 4000-4999 Books and Supplies (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>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.</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>State assessment data was reviewed at the beginning of the school year to determine needs and focus for the school year.</p> <p>Local assessments were administered every 6-8 weeks and were used to drive instruction.</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - Data Analysis by certificated staff</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>Provide staff professional development/training in differentiated instruction and Response to Intervention (RTI).</p> <p>Increase core (Tier 1) instructional support for all students including RSP students.</p> <p>Provide resources and materials for general education and RSP classroom use.</p> <p>Implement a Tiered system of support.</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>During the 2018-2019 school year NACP had a Teacher On Special Assignment who provided support for students in reading intervention.</p> <p>Teachers and instructional assistants provided differentiated support and instruction within the classroom as needed.</p> <p>Professional development was provided to all teachers in the areas of English Language Arts, English Language Development and Math.</p>	<p>\$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Resource supplies and training</p>	<p>\$74,915 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Intervention Teacher</p> <p>\$48,745 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Intervention Teacher Assistants</p> <p>\$30,915 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$18,415 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Achieve 3000</p> <p>\$25,200 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - EL PD (Tonya Ward & Center for Equity for English Learners)</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>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>\$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional development in common core areas (repeated expenditure)</p>	<p>\$7,765 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$24,085 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses -</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 	<p>Professional Development was provided to all teachers in the areas of:</p> <ul style="list-style-type: none"> • English Language Development • Professional Learning Communities • Technology Integration • Language Arts • Math • Building a Positive School Culture to Become a Level 3 School 		<p>Solution Tree & Growing Educators</p>
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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>One teacher will be on special assignment to provide intervention for students and to support teachers with strategies on differentiated instruction.</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 hired a teacher from within our school to be on special assignment as our reading intervention teacher. Our reading intervention teacher worked with students from various grade levels, helped them set achievable goals and monitored their progress. She worked closely with teachers and administration to keep us all informed of the progress students she was serving were making.</p>	<p>\$100,000 - LCFF - 1000-1999 Certificated Salaries - Intervention program / personnel \$40,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - IA for intervention</p>	<p>\$74,914 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Intervention Teacher (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>N.E.W. Academy Canoga Park will continue to provide instruction in music and art.</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>NACP had a full time music teacher and a part time art instructor who worked with all students at the school.</p>	<p>\$100,000 - LCFF - 1000-1999 Certificated Salaries - 1 Music Teacher (repeated expenditure) \$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Art Teacher (repeated expenditure)</p>	<p>\$90,893 - LCFF - 1000-1999 Certificated Salaries - Music Teacher \$18,179 - LCFF - 3000-3999 Employee Benefits \$17,258 - LCFF - 5000-5999 Services and Other Operating Expenses - Art Instructor</p>

Action 9

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>Maintain instructional aide time for all classrooms to provide 1:1 and small group instruction. Services will be targeting LI, EL, and FY students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>During the 2018-2019 school year we had 12 instructional assistants providing support in all classrooms TK-5. They worked with all students and provided 1:1 and in small group instruction and support.</p>	<p>\$200,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Instructional Assistants (repeated expenditure)</p>	<p>\$69,034 - LCFF - 2000-2999 Classified Salaries \$17,258 - LCFF - 3000-3999 Employee Benefits</p>

Action 10

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - Technology renewals and supplies (repeated expenditure)</p>	<p>\$18,190 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Achieve 3000 (repeated expenditure)</p>

<p>Students to be Served: All</p> <p>Location:</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>Students to be Served: All</p> <p>Location:</p> <p>Hardware and technology tools were replaced as needed. New headsets were purchased to replace broken and missing headsets.</p> <p>NACP continued using NWEA MAPs testing, Achieve 3000, Imagine Learning, Accelerated Reader (AR), Reading A-Z and Smarty Ants.</p> <p>MAPs assessments were utilized as a factor to determine needs of students and to plan instruction.</p> <p>Some teachers used Google Classroom.</p>	<p>\$25,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Technology renewals and supplies (repeated expenditure)</p>	<p>\$5,656 - LCFF - 4000-4999 Books and Supplies - Accelerate Reading (repeated expenditure)</p>
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Action 11

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>Maintain staffing to support and facilitate effective use and maintenance of technology.</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>NACP had an IT help clerk who provided support to teachers and staff with technology. He ensured technology equipment, software, and programs run smoothly to facilitate learning.</p>	<p>\$55,000 - LCFF - 2000-2999 Classified Salaries - IT Support (repeated expenditure) \$72,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CalNET It Support Services</p>	<p>\$36,516 - LCFF - 2000-2999 Classified Salaries - IT Clerk \$10,955 - LCFF - 3000-3999 Employee Benefits \$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALNET</p>

Action 12

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:</p> <p>Location:</p> <p>Maintain student access to 1:1 devices.</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>One to One devices were maintained in grades third through fifth and included use of laptops and iPads.</p>	<p>\$55,000 - 4000-4999 Books and Supplies - iPads/ChromeBooks (fix, replace, increase) (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 California School Dashboard, as applicable.

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

All classrooms were provided with the necessary materials, resources, and books to increase student access to varying student reading levels. All Language Academy or Dual Language Immersion Classrooms were equipped with the new Maravillas curriculum resources.

Computer software licensing was maintained and students at all grade levels had access to these technology tools. Computer hardware was maintained and replaced as needed.

Professional Development was provided in the areas of: Professional Learning Communities, English Language Arts, English Language Development, Math, Building a Positive School Culture to become a Level 3 School and Technology.

Assessment Data was analyzed throughout the school year to determine the needs of our students and focus of instruction and interventions. Local assessments were administered and analyzed every 6-8 weeks. MAPs testing was administered three times during the school year.

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

The effectiveness of the actions and activities implemented was for the most part successful when implemented with fidelity. Increased monitoring and in depth data analysis has helped provide a better picture. We saw that by carefully monitoring student achievement and providing the interventions specific to the needs of the students we were able to help students improve in the areas of need. The adoption of Maravillas Spanish core curriculum for grades K-5 will help us focus on building on key skills at each of the grade level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

- In Depth Data Analysis and cross grade level articulation to help ground our work
- Determine Essential Standards after data analysis and cross-grade level articulation
- Purchase a Core ELD Curriculum for all grade levels TK-5th
- Provide in Depth and On-Going ELD Professional Development

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

Annual Measurable Outcomes

Expected

Actual

ENGLISH LEARNER RECLASSIFICATION

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
Reclassification	36%	39%	+3%

ENGLISH LEARNER RECLASSIFICATION

ELPAC data and English Learner reclassification rates for the 2018-2019 school year are currently pending.

English Learner Progress for 2017-2018:

Number of English Learners: 166

Level	Number of Students	Percent
Level 4	65	39.16%
Level 3	69	41.57%
Level 2	24	14.46%
Level 1	*	*

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%

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.

SBAC SCHOOLWIDE ELA AND MATH COMPARISON

In order to protect student privacy, an asterisk (*) is displayed instead of a number were fewer than 10 students were tested.

Out of the 65 students scoring at a Level 4, 46 of those students or 71% met all the criteria for reclassification. Making the percent of students who reclassified based on the new criteria 28%, higher than LAUSD's 2017-2018 reclassification rate for LAUSD of 27%.

SBAC Official Data is not currently available and will be uploaded once it is.

	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.

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
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Standards Met and Exceeded	9%	15%	+6%
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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
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Standards Met and Exceeded	19%	26%	+7%
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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>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>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>We analyzed ELPAC data in the fall to determine the areas of strength and also the areas of need of our English Learners. Students were grouped by levels for ELD instruction. Teachers used the ELD Report Card and the results of internal assessments to determine academic growth and English language development needs of all English Learners.</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Staff planning time (repeated expenditure)</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries</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>N.E.W. Academy Canoga Park will</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p>	<p>\$65,000 - LCFF - 4000-4999 Books and Supplies - ELD supplemental materials, books, and resources. (repeated expenditure)</p>	<p>\$59,279 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$0 - Not Purchased this year.</p>

<p>purchase a Designated ELD Curriculum that includes support for all EL proficiency levels.</p> <p>Purchase additional ELD supplemental material for all ELD proficiency levels.</p>	<p>NACP teachers together with administration reviewed Wonders ELD pilot/sample material provided by McGraw-Hill during summer planning week in June of 2018 and again in August of 2018.</p> <p>In September of 2018 a representative from McGraw-Hill presented a Professional Development session on Wonders ELD Curriculum which included sample lessons, interactive material, and other support material.</p> <p>Teachers decided as a group not to adopt Wonders and instead we would request information and additional resources from other state adopted curriculum developers. Teachers continued using teacher created materials, lessons and pacing guide.</p>		
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Action 3

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</p> <p>Scope of Service:</p> <p>Location:</p> <p>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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>NACP teachers and administrator participated in a two day Professional Development with presenter Tonya Ward Singer. Ms. Singer shared best practices for itegrated and designated ELD, ELD lesson design and assessment of student learning. The title of the PD sessions was EL Excellence! We purchased the book to</p>	<p>\$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development/Coaching ELD</p>	<p>\$10,200 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Tonya Ward (repeated expenditure)</p>

study during the school year.

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 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>	<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>Professional development and coaching was provided throughout the school year in the areas of Math and Language Arts.</p> <p>Growing Educators consultants provided modeling of lesson and strategies in higher level thinking and questioning skills, integrating non-fiction texts and authentic wiring. Teachers received one to one coaching and also had time to plan lessons as a grade level.</p> <p>Teachers participated in professional development and coaching in Cognitively Guided Instruction. Teachers selected the focus for the year based on the needs of students at each grade level.</p>	<p>\$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional development in Common Core areas (repeated expenditure) \$15,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses</p>	<p>\$18,500 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Growing Educators (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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$40,000 - LCFF - 1000-1999 Certificated Salaries - After school ELD intervention personnel</p>	<p>\$74,915 - Federal Revenues - Title I - 1000-1999 Certificated Salaries (repeated)</p>

<p>Students to be Served: All</p> <p>Location:</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>	<p>Students to be Served: All</p> <p>Location:</p> <p>Students who needed additional help in the areas of Language Arts and Math participated in intervention sessions with our Reading Intervention Teacher. Additionally, an instructional assistant provided support for students participating in intervention.</p> <p>All students received additional support within their classrooms from their teachers and instructional assistants assigned to their classrooms.</p> <p>Student progress was monitored throughout the school year by classroom teachers every six to eight weeks. Additionally, our teacher providing intervention monitored students' progress on their short term (weekly, biweekly and monthly) goals. Our intervention specialist worked closely with classroom teachers and administration and provided regular and ongoing feedback on students' progress.</p>		<p>expenditure) \$48,745 - Federal Revenues - Title I - 2000-2999 Classified Salaries (repeated expenditure)</p>
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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>Develop and implement common</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>To ensure consistency with previous</p>	<p>\$35,000 - LCFF - 4000-4999 Books and Supplies - School wide assessment renewal licensing (repeated expenditure)</p>	<p>\$7,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies - NWEA/MAPS</p>

<p>assessments and determine the criteria that will be used to measure students' language proficiency.</p> <p>Modify ELD Report Card based on common assessments and criteria to be used to measure language proficiency.</p>	<p>performance measures we opted to continue using the same common assessments we've been using for the past few years. They include: running records for reading fluency and comprehension, math benchmark assessment, NWEA MAPs, unit assessments, and other measures agreed upon by each grade level team.</p>		
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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 classrooms and grade levels have appropriate reading level materials and are up to date. Materials and resources were purchased as needed for Language Academy classrooms.</p>	<p>\$60,000 - LCFF - 4000-4999 Books and Supplies - Common core materials in Spanish and English for classrooms (repeated expenditure)</p>	<p>\$22,628 - LCFF - 4000-4999 Books and Supplies \$62,759 - LCFF - 2000-2999 Classified Salaries - Librarian</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as</p>	<p>For Actions/Services not included as</p>	<p>\$9,000 - LCFF - 4000-4999</p>	<p>\$2,082 - LCFF - 4000-4999</p>

<p>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>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>GATE students were referred for testing by teachers and in June of 2019 the GATE assessment was administered by an LAUSD representative.</p> <p>GATE students participated in field trips to local universities, museums, etc. Science and Additional resources were purchased to enhance the learning of GATE students.</p> <p>The Alumni 360 club continued to provide services to student participants including college exposure, meeting community role models, self-esteem building activities and goal setting.</p>	<p>Books and Supplies - GATE student resources, testing, materials (repeated expenditure) \$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - field trips</p>	<p>Books and Supplies - Alumni 360 supplies \$25,204 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 9

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</p> <p>Scope of Service:</p> <p>Location:</p> <p>Purchase and ELD intervention program for LTELs and ELs in 4th and 5th grade.</p> <p>Teachers will provide embedded ELD intervention for ELs at all grade levels, with additional focus for LTELs in</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>Teachers and instructional assistants provided embedded supports and in-class intervention to students identified as LTELs in grades 4th and 5th. Classroom Teachers created lessons to be used during intervention. LTEL students also</p>	<p>\$30,000 - LCFF - 4000-4999 Books and Supplies - ELD Intervention Program</p>	<p>\$0</p>

grades 4th and 5th.

Provide ELs and LTELs extra intervention support after school.

participated intervention sessions with our Reading Intervention Specialist.

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 California School Dashboard, as applicable.

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

Teachers and administration analysed ELPAC data as soon as it became available to determine areas of strength and areas of need. The results of this data coupled with internal assessment data were used to plan instruction which focused on the needs of students. Students were grouped according to levels.

Teachers and administrators participated in ongoing Professional Development in the areas of English Language Arts and Math. Professional Development in the area of ELD was provided by Tonya Ward Singer at the beginning of the school year. Teachers used the strategies shared by the presenter to plan integrated and designated ELD lessons.

Students not meeting grade level standards participated in intervention sessions planned by our Reading Intervention Teacher. Students set short and long term goals and worked towards meeting them. Once students met the expected criteria, they exited intervention and teachers continued monitoring their progress within their classrooms. Doing this ensured that all students needing additional supports were being services in different ways and by different educators- Teacher, Reading Intervention Specialist, and Instructional Assistants.

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

Having an Reading Intervention Specialist helped us insure that our students with the greatest needs received additional supports throughout the school year. We saw an increase for students participating as measured by internal assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Students received intervention support within the classroom setting and also from the instructional assistant. Teachers created their own intervention lessons based on students' needs. We will purchase an intervention curriculum in the upcoming 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Goal 3

Increase 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

Annual Measurable Outcomes

	Expected	Actual
parent involvement at school events	2018-19 80% of Parents will be involved at every event.	An average of 90% of parents participated in school events, meetings, conferences, workshops, and school-wide 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>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>	<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>NACP saw an increase in parent participation since the official opening of the Parent Center in December of 2018. The Parent Center offers families a place to gather, volunteer, express their needs, and also a place to learn about ways to help their children at home. A monthly newsletter was created to keep parents informed of past activities and upcoming events. Our two parent liaisons also kept an open line of communication via the Remind App.</p> <p>Anywhere from 60-100 parents attended monthly Coffee With the Principal Meetings where they learned information about the school, upcoming events, state testing, and also had the opportunity to hear and learn from presenters.</p> <p>Parent Orientation was held prior to the first day of the school year and more than 90% of students' families were in attendance.</p> <p>Parents provided input and feedback on LCAP school goals and activities they</p>	<p>\$35,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Parent council meetings, orientations, and monthly meetings (administration, 2 times per month plus 6 other) (repeated expenditure) \$10,000 - LCFF - 2000-2999 Classified Salaries - Preparing material, providing translations for paper work and at meetings \$5,647 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$22,591 - Federal Revenues - Title I - 2000-2999 Classified Salaries - FAMILY ADVOCATES \$5,647 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$753 - LCFF - 4000-4999 Books and Supplies - Parent Center Supplies</p>

would like to see at the school, teacher hiring, school improvement, and school-wide activities.

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 leadership training for parents in one or more of the following: English Learner Advisory Committee, Project 2 Inspire, Padres Promotores, Latino Family Literacy Project</p> <p>Provide workshops/trainings for parents in Math, Science, Reading, Writing, homework help, and/or Technology.</p> <p>Provide opportunities for parents to attend conferences such as CAFE, other local conferences, and any other school event.</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>Families were encouraged to take an active roll in the school community. We saw an increase in the number of parents who volunteered in school events and workshops.</p> <p>Workshops offered included: homework help, math, ELA, state testing, SPED, interventions, importance of attendance, navigating the web, use of technology, writing, and reading.</p> <p>We received and reviewed information from PIQUE and Project 2 Inspire and look forward to implementing one of these programs for the upcoming school year.</p>	<p>\$45,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent conference attendance and materials (repeated expenditure) \$10,000 - LCFF - 2000-2999 Classified Salaries - classified staff to translate and/or prepare material for each meeting</p>	<p>\$5,550 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses (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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - Parent</p>	<p>\$2,650 - LCFF - 2000-2999 Classified Salaries</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>Students to be Served: All</p> <p>Location:</p> <p>Families continued to receive communication in English and in Spanish through: phone messages, flyers, Remind App, agendas, etc.</p> <p>Documents were provided in both languages as well.</p> <p>Translation services were provided during school-wide meetings, day to day meetings and interactions, and parent conferences.</p>	<p>translations during meetings, newsletters, and phone messages</p>	
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Action 4

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:</p> <p>Location:</p> <p>Provide reading resources for students at our annual Read Across America Family Reading Picnic.</p> <p>Provide reading resources for students to use during summer school.</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:</p> <p>Location:</p> <p>Every one of our 476 students received a book at our annual Read Across America Family Reading Picnic.</p> <p>Students were provided with consumable reading resources to use during summer.</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Provide books to read at home.</p> <p>\$10,000 - LCFF - 2000-2999 Classified Salaries - 3 hours for 1 classified staff to order books; 8 hours for 3 staff to make copies and prepare summer books</p>	<p>\$22,627 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p> <p>\$6,275 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p>

Action 5

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: All</p> <p>Location:</p> <p>Provide an Author/Presenter at our annual Read Across America Family Literacy Night.</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>Our guest author for the 2018-2019 school year's annual Read Across America Family Literacy Night was Dr. Kathleen Contreras author of bilingual books: Pan Dulce, Harvesting Friendships, Sweet Memories and Braids. Dr. Contreras read her book Harvesting Friendships, told oral stories, encouraged families to continue sharing their families traditions. A school version of La Loteria was played and students who won received autographed copies of the book "Pan Dulce." To culminate the event, mini pan dulce was provided for families and staff members in attendance to enjoy.</p>	<p>\$20,000 - LCFF - 5000-5999 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 (repeated expenditure) \$5,000 - LCFF - 2000-2999 Classified Salaries - 3 classified staff 2 hours each to provide: translations, supervision, and/or prepare material (repeated expenditure)</p>	<p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Authors \$2,650 - LCFF - 2000-2999 Classified Salaries \$495 - LCFF - 4000-4999 Books and Supplies - Supplies - Author Visits</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 to implement the Latino Family Literacy Project (LFLP) at least twice during the school year.</p> <p>Hire teachers and Instructional assistants to implement the LFLP.</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>NACP has all materials for implementing the Latino Family Literacy Project. This year we used a set of take home reading backpacks that were donated to the Parent Center as a way to provide read at home</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Latino Family Literacy Project presenters and materials (repeated expenditure)</p>	

materials while incorporating activities that went along with the stories.

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>Hire a Parent Liaison/Coordinator to assist with communication and organization.</p> <p>Hire a an ESL and a Spanish as a Second Language teacher for parent 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>Two Family Advocates were hired in October of 2019 and together they launched the grand opening of NACP's Parent Center. Our family advocates have provided workshops on various subjects/topics throughout the school year and have helped increase volunteerism at the school by training parents on the use of our various machines (copy, laminating, diecut, etc.). They have been active in seeking community support and partnerships. They began the Box Tops Fundraising and encouraged parents to participate by creating videos and flyers that went out periodically. Our family advocates also created a monthly newsletter that they send out digitally once a month. In addition to that they help distribute news to parents via the Remind App.</p>	<p>\$40,000 - LCFF - 2000-2999 Classified Salaries - Parent Liaison (PT) and ESL teacher for parents (2-5 hours per week) (repeated expenditure)</p>	<p>\$22,591 - Federal Revenues - Title I - 2000-2999 Classified Salaries - FAMILY ADVOCATES (repeated expenditure)</p> <p>\$5,647 - Federal Revenues - Title I - 3000-3999 Employee Benefits (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>Provide parents refreshments, coffee/water during monthly meetings, trainings, and/or 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>Refreshments were provided during meetings, training, and workshops.</p>	<p>\$4,000 - LCFF - 4000-4999 Books and Supplies - Food, refreshments, drinks for meetings and workshops. \$3,000 - LCFF - 2000-2999 Classified Salaries - 2 hours classified staff to purchase/pick up/prepare food and beverages</p>	<p>\$753 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$3,000 - LCFF - 2000-2999 Classified Salaries</p>
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Action 9

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>We continued to coordinate resources with the Family Source Center and Tierra del Sol. We provided tours of the campus, communicated events to our families and took our students on a learning field trip to a construction site during Build Day. Participating students learned about engineering, floor plans, construction and received hard hats and refreshments.</p>	<p>\$0 - Communicate, collaborate, and work with Family Source Center (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 California School Dashboard, as applicable.

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

NACP parents have always been involved in school-wide activities, meetings and conferences. However, this school year with the Grand Opening of first ever Parent Center we saw an increase in the number of parents participating in workshops, school events, meetings, fundraising activities, etc. We saw the greatest increase is in the number of parents at the school volunteering their time to make events special for students, teachers and others parents. Our two family liaisons have gone above and beyond to create that extra bridge that connects the school community with our students' families.

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

As mentioned above, the addition of two family advocates helped us increase family engagement. Our family advocates helped promote school events, provided workshops for parents as well as community building activities and training as needed. Volunteerism increased as a result.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted additional expenditures and did not need them all since a lot of the parent outreaching, workshops, informational meetings and resources were provided in house by our family advocates, teachers and administration.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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

Annual Measurable Outcomes

	Expected	Actual
Subgroup data from SBAC benchmarks	2018-19 ELA benchmarks 2% scoring Proficient or Advanced = Benchmark Math benchmarks 2% scoring Proficient or Advanced = Benchmark	Official SBAC scores for the 2018-2019 school year are not yet available. An update will be provided once they are.

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>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>	<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>N.E.W. Academy Canoga Park was unable to offer summer school during the 2019 summer period due to insufficient personnel to run the program. Teachers sent home summer homework packets and reading books for students to practice grade-specific skills during break. Summer Homework packets will be collected during the first week of school by students' new teacher.</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - Summer School intervention program for all students</p> <p>\$10,000 - LCFF - 2000-2999 Classified Salaries - Summer School Classified Staff</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$6,000 - LCFF - 4000-4999 Books and Supplies - Resources, materials,</p>	<p>\$2,519 - LCFF - 4000-4999 Books and Supplies - Uniforms</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Continue to provide the following items for our targeted homeless youth, foster youth, low income, and migrant families:</p> <ul style="list-style-type: none"> • Gently worn and/or new clothes • Shoes • School supplies • Books for the summer reading 	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>NACP keeps a closet with gently worn clothes for students to get as needed. We provided TOMS shoes to students as well as school supplies, backpacks, books, and toiletries.</p>	<p>clothing, and food for FY, Homelessness, and low income families (repeated expenditure)</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries - Homeless Youth Liaison (5 hours per month)</p>	<p>\$1,320 - LCFF - 2000-2999 Classified Salaries</p>
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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>Provide enrichment and extra-curricular activities for GATE students.</p> <p>Provide resources, advice, field trips, and training by GATE teacher for returning students participating in Alumni 360.</p> <p>Provide a celebration event at the end of the year for Alumni 360 participants.</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>NACP's teacher assigned as the GATE liaison planned engaging extra-curricular activities and events for our students identified as GATE. Students visited universities, museums, concert halls as part of their GATE experience.</p> <p>NACP hosted Alumni 360 participants and provided speakers, community events and field trips.</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - GATE students receive resources, materials, curriculum at their level and they are assessed through LAUSD. (repeated expenditure)</p>	<p>\$2,082 - LCFF - 4000-4999 Books and Supplies - Alumni 360 supplies</p> <p>\$3,933 - LCFF - GATE Teacher (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>Establish a Data Analysis Meeting Calendar with meetings being held at least once a month.</p> <p>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.</p> <p>Teachers and Administration will participate in regular DATA Analysis meetings to monitor students' academic achievement.</p> <p>At the end of each trimester teachers will provide administration the results of grade level assessments and plans of action for differentiated instruction.</p> <p>Teachers will modify the instructional program and will group students for effective instruction to meet the needs of all their students.</p> <p>Teachers and Instructional Assistants will provide in-class interventions and will monitor student growth.</p> <p>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.</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>Data analysis occurred throughout the school year beginning with the analysis of SBAC data and end of the year data to determine strengths, needs of students and instructional focus/goals for the year.</p> <p>Data was analyzed every 6-8 weeks to ensure students were being monitored to determine if students made progress and/or if they need additional support.</p> <p>Teachers worked as a team to provide all necessary supports for students including classroom teachers, IAs, Reading intervention teachers, and RSP teachers.</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries - Data meetings for teachers / salaries (1 meeting per month + additional meeting every trimester)</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: Students with Disabilities</p> <p>Location:</p> <p>Provide After School Intervention sessions for students in grades 1st-5th who are at risk.</p> <p>Instructional assistants will assist certificated staff with students attending the after school intervention.</p> <p>Intervention teachers will use intervention material, resources, and strategies to deliver targeted instruction.</p> <p>Imagine Learning software will be used as one center/resource to assess and reteach students in their identified needs.</p> <p>Teachers providing intervention will measure the academic growth of students and effectiveness of interventions.</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): All students with academic needs</p> <p>Location:</p> <p>Our intervention teacher and intervention instructional assistant provided ongoing intervention in the areas of Reading, writing, etc. The teacher and IA used the intervention curriculum adopted by the school, teacher created materials and regular curricular materials as needed. Our reading intervention teacher monitored the progress students made at least two times a month.</p> <p>We continued to use technology, including Achieve 3000 and Imagine Learning to provide additional supports.</p> <p>One teacher and one instructional assistant provided after school intervention to students in the language academy.</p>	<p>\$20,000 - Other State Revenues - 1000-1999 Certificated Salaries - After school intervention program (4 teachers, 3 sessions 1 hour 3 days per week) (repeated expenditure)</p> <p>\$10,000 - LCFF - 2000-2999 Classified Salaries - Intervention (4 IAs- 3 sessions; 1 hour, 3 times per week) (repeated expenditure)</p>	<p>\$6,639 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,935 - LCFF - 2000-2999 Classified Salaries (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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$60,000 - LCFF - 4000-4999 Books and Supplies - Online assessment and</p>	<p>\$47,500 - LCFF - 4000-4999 Books and Supplies</p> <p>\$18,190 - Federal</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 throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>	<p>Students to be Served:</p> <p>Location:</p> <p>We used all programs and software purchased/licensed for our school at all grade levels as appropriate.</p>	<p>technology software for all students (repeated expenditure)</p>	<p>Revenues - Title I - 4000-4999 Books and Supplies - Achieve 3000 (repeated expenditure)</p>
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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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses -</p>	<p>\$31,270 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Students to be Served: All</p> <p>Location:</p> <p>Provide grade-level release planning time for all teachers and additional release days for Language Academy Teachers.</p> <p>Provide coaching opportunities to all grade levels in core curricular areas.</p> <p>Provide substitute coverage during teacher training/coaching sessions.</p> <p>Conference attendance to CABE, CCSA, ACSD, and other local and Californian conferences.</p> <p>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>Teachers participated in ongoing coaching, Professional Development, and planning time in the areas of language arts and math throughout the school year.</p> <p>Teachers and administrators participated in PLC's professional development sessions. Two teachers and the administrator attended the PLC's institute in Long Beach in September. Components of the PLC's were put into practice throughout the school year.</p> <p>Teachers attended additional self-selected conferences and workshops throughout the year including: Hello Literacy, Kindergarten Conference, Daily 5 and CAFE, technology, etc.</p> <p>Substitutes were provided as needed while teachers participated in professional development.</p>	<p>Professional development, coaching, planning and mentoring for teachers and administration (repeated expenditure)</p>	<p>\$24,085 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$600 - LCFF - 5000-5999 Services and Other Operating Expenses - Substitute Teachers</p>
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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>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</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 participated in one week of planning time. The first day was focused on planning and calendaring events for the school 2019-2020 school year and setting</p>	<p>\$22,000 - LCFF - 1000-1999 Certificated Salaries - Summer June Planning PD for all teachers to update CCSS/NGSS Pacing Guide, curriculum, etc.</p>	<p>\$14,687 - LCFF - 1000-1999 Certificated Salaries</p>

<p>assessments and rubrics.</p>	<p>a focus and goals for the remaining planning time. Two consultants from Growing Educators worked with teachers on setting their grade-level goals for the 2019-2020 school year. Teachers worked together to unpack the standards, selected key standards, and updated their pacing guides for the year.</p> <p>Teachers received summer planning pay for their participation.</p>		
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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 California School Dashboard, as applicable.

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

Data analysis and monitoring has proven effective in ensuring our students make growth in all academic areas. In addition to this, providing the appropriate supports for our students including the support from classroom teachers, instructional assistants, intervention teacher, and RSP teacher helps our students and their parents know that students have an entire team behind them that want to ensure their success.

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

The actions and services have been effective the academic success of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Three additional Professional Development days with Growing Educators consultants were added to the beginning of the teachers planning session this summer. Teachers worked together with consultants in unpacking the standards, setting goals, and planning a focus for the new 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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:

Annual Measurable Outcomes

	Expected	Actual
Attendance Daily Average rate	2018-19 Less than 7% absence rate.	Our average attendance rate was maintained at an average of 95% or better during the school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 monitor student attendance on a monthly basis.</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>Student attendance records were monitored on a monthly basis. We contacted families to discuss attendance and worked with families to find solutions.</p>	<p>\$5,000 - LCFF - 2000-2999 Classified Salaries - Student and Parent recognition assemblies and meetings</p>	<p>\$5,341 - LCFF - 2000-2999 Classified Salaries</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>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>	<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 celebrated students with perfect attendance by recognizing them within their classrooms and with our monthly free dress and trimester ice cream parties provided by our community partners.</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - Books, prizes and celebrations for attendance (repeated expenditure)</p>	<p>\$4,148 - LCFF - 4000-4999 Books and Supplies</p>

- FREE dress day
- Dance Party during lunch
- Lunch with the Principal
- Extra 10 min recess

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.

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>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>Parents were provided with informational meetings about attendance and the effects of poor attendance. Parents were encouraged to work with school administration and teachers on getting their children to school on time and every day.</p>	<p>\$20,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parent workshops, resources, and materials regarding school attendance provided by administration and office/attendance clerk (repeated expenditure)</p>	<p>\$753 - LCFF - 4000-4999 Books and Supplies - Parent Supplies & Coffee w/principal (repeated expenditure)</p> <p>\$22,591 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Family Advocates (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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - Administration to provide PD to all staff members</p>	<p>\$4,290 - LCFF - 1000-1999 Certificated Salaries</p>

<p>Students to be Served: All</p> <p>Location:</p> <p>Provide staff development on the importance of school attendance and the negative effects poor attendance can have on students.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>The importance of school attendance was discussed in teacher meetings with staff and leadership team.</p>	<p>regarding poor attendance</p>	
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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>Establish SART meetings four (4) times a year and meet with parents to discuss repercussions of excessive truanancies 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>In person and phone meetings were scheduled with individual parents to discuss excessive tardies and absences. We worked with families to find individual solutions or in some cases created a plan of action(s).</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - Parent meetings and workshops regarding ADA provided by administration and office/attendance clerk (repeated expenditure)</p>	<p>\$753 - LCFF - 4000-4999 Books and Supplies (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>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>\$8,000 - LCFF - 4000-4999 Books and Supplies - Positive Behavior committee to develop list of character traits. Purchase posters, banners, certificates \$24,000 - LCFF -</p>	<p>\$29,298 - LCFF - 2000-2999 Classified Salaries \$7,324 - LCFF - 3000-3999 Employee Benefits</p>

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.

We continued to use the Second Step Program and Anti-Bullying Prevention Programs as guides to help ensure the safety and overall well-being of our students. Our teachers taught each unit and made connections to our Core Values. Students were counseled as needed.

2000-2999 Classified Salaries - Continue to provide playground supervisors and traffic safety supervisors

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 California School Dashboard, as applicable.

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

Our attendance rate was maintained at an average of 95% or better during the school year. Families were counseled to determine needs and ways to help improve attendance and to reduce the number of tardies.

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

Personally connecting with families and students helped improve the number of tardies especially for those students with chronic or excessive tardies. Working to find a solution was a big plus.

Students and families looked forward to being recognized for perfect attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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

Annual Measurable Outcomes

	Expected	Actual
Certificated and Credentialed staff	2018-19 100% of certificated staff will be compliant with Commission on Teacher Credentialing.	NACP employs highly qualified staff.

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>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>	<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:</p> <p>Location:</p> <p>N.E.W. Academy Canoga Park's certificated and classified staff are highly qualified.</p> <p>During the 2018-2019 school year we hired two BCLAD credentialed teachers and one CLAD credentialed teacher.</p>	<p>\$0 - Follow hiring practices as dictated by CTC (repeated expenditure) \$65,000 - LCFF - 2000-2999 Classified Salaries - Continue to provide Librarian</p>	<p>\$62,759 - LCFF - 1000-1999 Certificated Salaries (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>Continue to provide BCLAD certified teachers assigned to a Language</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>Each of our BCLAD teachers assigned to a Language Academy/Dual Language</p>	<p>\$65,000 - LCFF - 1000-1999 Certificated Salaries - Stipends provided to teachers and admin with BCLAD, Committees and Teams</p>	<p>\$35,500 - LCFF - 1000-1999 Certificated Salaries</p>

Academy/Dual Language Immersion classroom a \$5,000 yearly stipend for additional duties.	Immersion classroom and our BCLAD certified administrator received a \$5,000 stipend.		
Continue to provide BCLAD certified administrators a \$5,000 yearly stipend for additional duties.	Each of our eight Leadership Team Member received a \$1,000 stipend for their additional duties performed during the 2018-2019 school year.		
Continue to provide Leadership Team members a \$1,000 yearly stipend for additional duties.	Two Technology Team Members received a stipend of \$1,000.		
Continue to provide Technology Team members a \$1,000 yearly stipend for additional duties.	One Teacher was assigned to be Teacher in Charge and received a \$3,000 stipend.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hire an ESL teacher for parent workshops.</p> <p>Hire a Spanish teacher for parent 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>The ESL Teaching position remained open during the school year. Parents interested in participating in ESL classes were referred to the Zine center next door to our campus.</p>	<p>\$30,000 - 2000-2999 Classified Salaries - ESL Teacher for parent workshops</p>	<p>\$0 - 2000-2999 Classified Salaries - ESL/SSL Teacher for parent workshops</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 California School Dashboard, as applicable.

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

N.E.W. Academy Canoga Park continued to employ highly qualified staff. Teachers received stipends for additional services such as Leadership,

Technology Lead, and Teacher in Charge. Teachers and administration with valid BCLAD credentials received a stipend as well. Our parents participated in ESL classes at the Zine center, next door to our campus.

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

Our Goals and actions were effective, however we need to hire more BCLAD credentialed teachers for the Language Academy strand for the upcoming school year. Parents continued to receive ESL classes through our partnership with the Zine Center.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted \$30,000 for an English as a Second Language teacher and Spanish as a Second Language teacher for our parents. Although the position was posted for the school year, we were unable to hire personnel to teach in this capacity. We provided parents with information on community resources available near NACP.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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.

Annual Measurable Outcomes

	Expected	Actual
100% compliance on facility inspections by LAUSD	2018-19 100% Facility Inspections and status checks twice a year.	100% compliance on facility inspections and status checks 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>Continue to maintain our school in good repair.</p> <p>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>Our school was maintained in good repair throughout the school year. Yearly plan and facility inspections were conducted as scheduled.</p> <p>Repairs were conducted as needed.</p>	<p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Maintenance of Facility</p>	<p>\$81,754 - LCFF - 5000-5999 Services and Other Operating Expenses - \$137,141 - LCFF - 2000-2999 Classified Salaries \$34,285 - LCFF - 3000-3999 Employee Benefits</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>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>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>Air conditioning units, faucets, plumbing, and appliances were upgrades or repaired as needed.</p> <p>Paint was touched up as needed.</p>	<p>\$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Facilities maintenance, repair, and replacement of air conditioners</p>	<p>\$81,754 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

Continue to update old appliances in the kitchen and increase cooking utensils.			
Continue to touch up the facility as needed.			

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>Paint all school buildings in original colors.</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 received and reviewed quotes received for painting the school. We will collect a couple of more quotes before presenting them to the board for review and possible approval.</p>	<p>\$170,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Hire professional painters to paint the school in original colors.</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 California School Dashboard, 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 or repaired kitchen equipment, ac units, plumbing and technology as needed to ensure the school continued to run smoothly. The actions we took were effective in maintaining the facility clean and safe for our students, staff and visitors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are awaiting bids for the exterior painting project at the school and will need to include it in the 2019-2020 school year budget.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Beginning of the School Year:

NACP analyzed SBAC and ELPAC results and shared them with staff. Goals were determined based on the results to reflect these results. The LCAP was shared with parents during SSC/ELC meetings and at Coffee with the Principal. NACP implemented changes and modifications to the curriculum, programs, materials and trainings at the school site level.

Middle of the Year:

NACP reviewed goals and accomplishments with staff members and determined changes for the following school year. NACP shared goals and outcomes with parents and asked for recommendations for the following school year. Those recommendations were shared with staff and committee member.

End of Year:

Administration shared LCAP with board members and SSC.

Impact on LCAP and Annual Update

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

The input from all stakeholders helped determine if any updates needed to be made to the LCAP.

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:

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"> <tr> <td>3rd Grade</td> <td>Language Arts</td> <td>Math</td> </tr> </table>	3rd 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>	<p>ELA % scoring Proficient or Advanced = 2018-2019 Benchmark +2</p> <p>Math% scoring Proficient or Advanced = 2018-2019 Benchmark +2</p>
3rd Grade	Language Arts	Math					

75-100	36%	39%
50-74	32%	23%
25-32	32%	35%

4th 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:

Unchanged Action

All classrooms have adequate math materials, resources, and consumables in English and Spanish.

Math manipulatives were purchased for all classrooms.

2018-19

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

Modified Action

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.

2019-20

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

Modified Action

N.E.W Academy Canoga Park will provide appropriate, CCSS/NGSS aligned textbooks, curricular materials and learning tools for all classrooms. We will purchase books in Spanish and English for our school and classroom libraries. Professional development will be provided in ELD, CCSS, Math, NGSS, PLCs and Level 3 schools throughout the school

year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000 (repeat expenditure)	\$65,000	\$241,829
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Math curriculum - yearly curriculum updates	4000-4999 Books and Supplies; Yearly curriculum updates	4000-4999 Books and Supplies; textbooks, student materials

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	Modified 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.	Provide Reading Intervention from a Credentialed teacher and Instructional Assistant. Maintain instructional aide time for all classrooms to provide 1:1 and small group instruction. Services will be targeting LI, EL, and FY students.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$77,892
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; Intervention Teacher
Amount	\$0	\$0	\$60,000
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Intervention Teacher Assistants
Amount	\$0	\$0	\$34,473
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

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

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

2019-20

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

Unchanged 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)	\$75,000
Source		LCFF	LCFF

Budget Reference		1000-1999 Certificated Salaries; 1 Music Teacher	1000-1999 Certificated Salaries; Music Teacher
Amount	\$0	\$15,000 (repeat expenditure)	\$15,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Art Teacher	5000-5999 Services and Other Operating Expenses; Art Classes
Amount	\$0	\$0	\$18,750
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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

Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, and iPADS from TK 5th grade classes.

Purchase missing or broken headsets for all classrooms.

Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.

2018-19

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

Modified Action

N.E.W. Academy Canoga Park will continue to provide the tools necessary for the effective use of technology.

Including:

- 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

2019-20

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

Modified Action

N.E.W. Academy Canoga Park will continue to provide the personnel and the tools necessary for the effective use of technology. We will continue to provide IT support personnel. One to One Devices will be purchased/replaced for students in grades 3-5. Technology tools will be repaired or replaced as needed. We will continue to use Achieve 3000, NWEA MAP, and Accelerated Reader (AR).

<p>Utilize Imagine Learning for after school intervention for ELs 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 online assessment tools will assess students in math and language arts.</p>	<p>Reader (AR), Reading A-Z, and Smarty Ants</p> <ul style="list-style-type: none"> • Utilize assessment results from MAPS for reclassification data • Increase software for classroom technology in the areas of math, language arts, assessments, and writing 	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$80,000 (repeat expenditure)	\$85,000 (repeat expenditure)	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Technology renewals and supplies	4000-4999 Books and Supplies; Technology renewals and supplies	4000-4999 Books and Supplies; Equipment
Amount	\$0	\$0	\$51,418

Source		LCFF
Budget Reference		2000-2999 Classified Salaries; IT Clerk
Amount	\$0	\$60,949
Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; IT Consulting Services

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. Monitor the academic progress of students to determine grouping, instruction, interventions and supports. Provide intervention and support for students.

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:

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 Districts average 33%, EL 10% to the Districts average 4%, SES 42% to the Districts 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.</p>		2016-2017	2017-2018	Difference	Reclassification	36%	39%	+3%	2018-2019 Baseline + 2%
	2016-2017	2017-2018	Difference									
Reclassification	36%	39%	+3%									

32%, SPED 13% to the Districts average 8%.

A2: SBAC SUBGROUP MATH

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

Latino 33% to the Districts average 23%, EL 9% to the Districts average 5%, SES 35% to the Districts average 23%, SPED 19% to the Districts 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 Districts average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide

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%

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.

SBAC SCHOOLWIDE ELA AND MATH 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.

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%

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 Districts average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

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

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%
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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	Modified 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>	<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. Provide targeted interventions for students in the area(s) of need.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Certificated Staff planning time	1000-1999 Certificated Salaries; Certificated Staff planning time
Amount	\$0	\$0	\$77,892 (repeat expenditure)
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$50,000 (repeat expenditure)
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries

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 ELs in 4th and 5th grade.

We will utilize our intervention teachers to provide LTELS and ELs 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:

Modified Action

N.E.W. Academy Canoga Park will purchase a Designated ELD Curriculum that includes support for all EL proficiency levels, assessments, and an intervention component. Purchase additional ELD supplemental material for all ELD proficiency levels. Purchase books for school and classroom libraries.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$65,000 (repeat expenditure)	\$93,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; ELD supplemental materials, books, and resources.	4000-4999 Books and Supplies; ELD supplemental materials, books, and resources.	4000-4999 Books and Supplies; ELD Curriculum

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	Unchanged 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.	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	\$35,000
Source		LCFF	Federal Revenues - Title III
Budget Reference		5000-5999 Services and Other Operating Expenses; Professional Development/Coaching ELD	5000-5999 Services and Other Operating Expenses; EL PD Training

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)

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	Modified Action
<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>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>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>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$9,000 (repeat expenditure)	\$9,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; GATE student resources, testing, materials	4000-4999 Books and Supplies; GATE student resources, testing, materials	4000-4999 Books and Supplies; GATE student resources, testing, materials
Amount	\$15,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; field trips	5000-5999 Services and Other Operating Expenses; field trips	5000-5999 Services and Other Operating Expenses; Field Trips

(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:

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:

Unchanged Action

Continue to increase parent involvement in School Site Council, English Language Learner Advisory Council, and Coffee with Principal.

Increase parent involvement in workshops.

Increase parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and

2018-19

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

Modified Action

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.

2019-20

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

Modified Action

Increase/maintain parental involvement by facilitating participation in school-wide events, workshops, and monthly meetings such as SSC, ELAC, and Coffee With the Principal. Continue to maintaining an open line of communication and translations as needed. Provide

<p>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>parent workshops throughout the school year. The Parent Center will continue to provide outreaching activities for families. NACP will refer parents to community organizations such as The Zine Center and NEW for services. We will provide refreshments during meetings and events.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$35,000 (repeat expenditure)	\$20,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	LCFF
Budget Reference	1000-1999 Certificated Salaries; Parent council meetings, orientations, and monthly meetings	1000-1999 Certificated Salaries; Parent council meetings, orientations, and monthly meetings (administration, 2 times per month plus 6 other)	1000-1999 Certificated Salaries; (administration, 2 times per month plus 6 other)
Amount	\$0	\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Preparing material, providing translations for paper work and at meetings	2000-2999 Classified Salaries; Preparing material, providing translations for paper work and at meetings
Amount	\$0	\$0	\$50,000
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Family Advocates
Amount	\$0	\$0	\$12,500

Source		Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits

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:

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:

Unchanged Action

All communication will continue to be delivered bilingually to all parents.
Provide parents Spanish translations during meetings.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$5,000 (repeat expenditure)	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Parent translations during meetings, newsletters, and phone messages	2000-2999 Classified Salaries; Parent translations during meetings, newsletters, and phone messages	2000-2999 Classified Salaries; Parent translations during meetings, newsletters, and phone messages

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

Provide Family Read Across America Literacy Night presenter.

2018-19

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

Modified Action

Provide an Author/Presenter at out annual Read Across America Family Literacy Night.

2019-20

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

Modified Action

Provide materials, tools, resources books during family engagement events at the school. Provide consultants, authors, presenters during family engagement events.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$17,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent and student presenter for Literacy Night	5000-5999 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	5000-5999 Services and Other Operating Expenses; Parent Classes & Authors
Amount	\$0	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; 3 classified staff 2 hours each to provide: translations, supervision, and/or prepare material	2000-2999 Classified Salaries; 3 classified staff 2 hours each to provide: translations, supervision, and/or prepare material

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:

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 Districts average 33%, EL 10% to the Districts average 4%, SES 42% to the Districts average 32%, SPED 13% to the Districts 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>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>

Latino 33% to the Districts average 23%, EL 9% to the Districts average 5%, SES 35% to the Districts average 23%, SPED 19% to the Districts 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 Districts 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 Districts average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the Districts 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:

Unchanged Action

We will continue to implement a 3 week summer school program focused on Science and Art for all students interested in attending.

Purchase materials for the classrooms, snacks for students, and provide Instructional Assistants for the teachers.

Hire summer staff to manage summer school.

2018-19

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

Modified Action

N.E.W. Academy Canoga Park will continue to implement a three week summer school program focused on Science, Technology, Engineering, and Art *plus Reading* (STEAM+R) for all students interested in attending.

Provide Reading Intervention as needed for students during summer school and will measure academic growth.

2019-20

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

Unchanged Action

N.E.W. Academy Canoga Park will provide ongoing in-school and after school interventions and support to students.

Implement a summer school program focused on Science, Technology, Engineering, and Art *plus Reading* (STEAM+R). Purchase materials and snacks for students to use. Provide Reading Intervention as needed for

	Purchase materials for classrooms and provide snacks for students during summer school.	students during summer school and will measure academic growth.
	Hire certificated and classified staff for the summer school program.	Hire certificated and classified staff for intervention and summer school programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Summer School intervention program for all students	1000-1999 Certificated Salaries; Summer School intervention program for all students	1000-1999 Certificated Salaries; Summer School intervention program for all students
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Summer School	2000-2999 Classified Salaries; Summer School Classified Staff	2000-2999 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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

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

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.

2018-19

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

Modified Action

Continue to provide the following items for our targeted homeless youth, foster youth, low income, and migrant families:

- Gently worn and/or new clothes
- Shoes
- School supplies
- Books for the summer reading

2019-20

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

Unchanged Action

Continue to provide the following items for our targeted homeless youth, foster youth, low income, and migrant families:

- Gently worn and/or new clothes
- Shoes
- School supplies
- Books for the summer reading

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000 (repeat expenditure)	\$6,000 (repeat expenditure)	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Resources, materials, clothing, and food for FY, Homelessness, and low income families	4000-4999 Books and Supplies; Resources, materials, clothing, and food for FY, Homelessness, and low income families	4000-4999 Books and Supplies; Resources, materials, clothing, and food for FY, Homelessness, and low income families
Amount	\$0	\$5,000	\$5,000
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Homeless Youth Liaison (5 hours per month)	2000-2999 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:

Unchanged 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.

2018-19

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

Unchanged Action

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.

2019-20

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

Modified Action

Provide enrichment and extra-curricular activities for GATE students.
 Provide resources, advice, field trips, and training by GATE teacher.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)	\$9,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; GATE students receive resources, materials, curriculum at their level and they are assessed through LAUSD	4000-4999 Books and Supplies; GATE students receive resources, materials, curriculum at their level and they are assessed through LAUSD.	4000-4999 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	Modified Action
<p>Teachers plan trimester benchmarks and provide administration results.</p> <p>Establish Data Meetings at least once a month. Administration will sit in on grade level meetings.</p>	<p>Establish a Data Analysis Meeting Calendar with meetings being held at least once a month.</p> <p>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.</p> <p>Teachers and Administration will participate in regular DATA Analysis meetings to monitor students' academic achievement.</p> <p>At the end of each trimester teachers will</p>	<p>Establish a Data Analysis Meeting Calendar with meetings being held at least once a month.</p> <p>Teachers will analyze data to establish Learning Goals and Objectives. Teachers will share data analysis, goals and objectives with Administration.</p> <p>Teachers and Administration will participate in regular DATA Analysis meetings to monitor students' academic achievement.</p> <p>Teachers and Instructional Assistants will</p>

	<p>provide administration the results of grade level assessments and plans of action for differentiated instruction.</p> <p>Teachers will modify the instructional program and will group students for effective instruction to meet the needs of all their students.</p> <p>Teachers and Instructional Assistants will provide in-class interventions and will monitor student growth.</p> <p>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.</p>	<p>provide in-class interventions and will monitor student growth.</p> <p>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.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Data meetings for teachers / salaries	1000-1999 Certificated Salaries; Data meetings for teachers / salaries (1 meeting per month + additional meeting every trimester)	1000-1999 Certificated Salaries; Data meetings for teachers / salaries (1 meeting per month + additional meeting every trimester)
Amount	\$0	\$0	\$77,895 (repeat expenditure)
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$51,418 (repeat expenditure)

Source		Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries

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

MAP assessments of all K-5th grade students will be administered 3 times a year.

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.

2018-19

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

Unchanged Action

MAP assessments of all K-5th grade students will be administered 3 times a year.

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.

2019-20

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

Modified Action

MAP assessments will be administered 3 times a year.

Achieve 3000 components will be used at various grade levels and data will be monitored to determine growth.

iPads will be used to integrate the curriculum.

Digital Library resources will be used at all grade levels.

<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>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>	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$7,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Online assessment and technology software for all students	4000-4999 Books and Supplies; Online assessment and technology software for all students	4000-4999 Books and Supplies; MAPS
Amount	\$0	\$0	\$18,190
Source			Federal Revenues - Title I
Budget Reference			4000-4999 Books and Supplies; Achieve 3000
Amount	\$0	\$0	\$60,000 (repeat expenditure)
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; IT equipment

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	Modified Action
Grade level release planning time.	Provide grade-level release planning time for all teachers and additional release days for Language Academy Teachers.	Provide additional training, resources, grade-level release planning time and coaching opportunities for all teachers.
Language Academy release planning time.		
Coaching opportunities with grade levels.	Provide coaching opportunities to all grade levels in core curricular areas.	Provide two additional planning days for Language Academy Teachers.
Growing Educators / educational consultant coaching.	Provide substitute coverage during teacher training/coaching sessions.	Provide opportunities to attend conferences: PLC's, CAFE, CCSA, ACSD, ACSA, etc.
Balanced literacy training and coaching.		
Next Generation Science Standards training.	Conference attendance to CAFE, CCSA, ACSD, and other local and Californian conferences.	Provide substitute coverage on days teachers attend training/coaching/conference sessions.
Social studies training.		

<p>ELD coaching and follow up training.</p> <p>Teacher training substitute coverage.</p> <p>Conference attendance to CABA, CCSA, 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>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p>	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$120,000 (repeat expenditure)	\$100,000 (repeat expenditure)	\$48,023
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Professional development, coaching, planning and mentoring for teachers	5000-5999 Services and Other Operating Expenses; Professional development, coaching, planning and mentoring for teachers and administration	5000-5999 Services and Other Operating Expenses; Profession Development Consulting Services & Conference.
Amount	\$0	\$0	\$24,085
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; PD Consulting Services
Amount	\$0	\$0	\$35,000 (repeat expenditure)

Source		Federal Revenues - Title III
Budget Reference		5000-5999 Services and Other Operating Expenses; EL PD Consulting Services

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:

Action	New Action	Unchanged 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.	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	\$22,000

Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Summer June Planning PD for all teachers to update CCSS/NGSS Pacing Guide, curriculum, etc.	1000-1999 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:

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:

Unchanged Action

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.

We will increase perfect attendance celebrations for students meeting criteria.

2018-19

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

Modified Action

Continue to monitor student attendance on a monthly basis.

2019-20

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

Unchanged Action

Continue to monitor student attendance on a monthly basis.

Celebrate perfect attendance for students meeting criteria.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000	\$4,700
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Student and Parent recognition assemblies and meetings	2000-2999 Classified Salaries; Student and Parent recognition assemblies and meetings	4000-4999 Books and Supplies; Student Incentive
Amount	\$0	\$0	\$15,324
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Attendance Consultants

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:

Unchanged 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.

2018-19

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

Unchanged 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.

2019-20

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

Modified Action

Provide parents and staff training in the effects of attendance. Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time. Establish SART/SARB Meeting to meet with individual parents.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	LCFF
Budget Reference	4000-4999 Books and Supplies; Parent workshops, resources, and materials regarding school attendance	4000-4999 Books and Supplies; Parent workshops, resources, and materials regarding school attendance provided by administration and office/attendance clerk	4000-4999 Books and Supplies; Parent workshops, resources, and materials regarding school attendance provided by administration and office/attendance clerk

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:

Action	New Action	Unchanged 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.	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. Provide social/emotional /behavioral support and interventions for students in Tier 1 and Tier 2.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$8,000	\$8,000
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Positive Behavior committee to develop list of character traits. Purchase posters, banners, certificates	4000-4999 Books and Supplies; Positive Behavior committee to develop list of character traits. Purchase posters, banners, certificates
Amount	\$0	\$24,000	\$24,617
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Continue to provide playground supervisors and traffic safety supervisors	2000-2999 Classified Salaries; Playground super., Traffic Safety
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Security Services
Amount	\$0	\$0	\$6,154
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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:

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	Unchanged 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>	<p>N.E.W. Academy Canoga Park will continue to recruit and hire qualified certificated and classified staff.</p> <p>Hire BCLAD certified teachers in Spanish for Language Academy Program. Provide assistance to teachers looking into becoming BCLAD certified.</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		2000-2999 Classified Salaries; Continue to provide Librarian	
Amount	\$0	\$0	\$1,328,025
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Certificated Core Teachers

Amount	\$0	\$0	\$47,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; BCLAD & Leadership Stipends
Amount	\$0	\$0	\$398,408
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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	Unchanged 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</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</p>

	a \$1,000 yearly stipend for additional duties.	a stipend for additional duties.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$65,000	\$47,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Stipends provided to teachers for BCLAD, Committees, Teams	1000-1999 Certificated Salaries; Stipends provided to teachers and admin with BCLAD, Committees and Teams	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TECHNOLOGY STIPEND

(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:

Unchanged Action

Continue to maintain our school in good repair. Replace, upgrade, fix: AC units, appliances, plumbing fixtures, etc. as needed.

Continue to participate in yearly plan and facility inspections.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$200,000	\$67,713
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Maintenance of facility	5000-5999 Services and Other Operating Expenses; Maintenance of Facility	5000-5999 Services and Other Operating Expenses; Maintenance Services
Amount	\$0	\$0	\$169,294
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Plant Manager & Custodians
Amount	\$0	\$0	\$33,858
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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:

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:

Modified Action

Paint the school's interior and exterior in original colors. Touch up as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$170,000	\$170,000
Source		LCFF	LCFF

Budget
Reference

	5000-5999 Services and Other Operating Expenses; Hire professional painters to paint the school in original colors.	5000-5999 Services and Other Operating Expenses; Hire professional painters to paint the school in original colors.
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$1,243,299

Percentage to Increase or Improve Services:

25.00%

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](#)).

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:

Percentage to Increase or Improve Services:

\$1,078,328

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.