

2019-20 Local Control and Accountability Plan (LCAP)

Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	The Academy of Alameda Middle School
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	01611190122085
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Woo Williams-Zou, Middle School Director
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$4,139,617
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$353,335
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$526,160
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$310,200
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$146,525
Total Projected Revenue There is no entry required as the total is calculated for you	\$5,122,502

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$5,117,661
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$860,725
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$316,400
Expenditures Not in the LCAP	\$4,256,936

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$176,500
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$178,115

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	\$-36,935
2018-19 Difference in Budgeted and Actual Expenditures	\$1,615

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The expenditures identified in the LCAP pertain to expenses around student achievement and school culture. Expenditures for general operating expenses and administrative assistance is not included in the LCAP.
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.	<p>The Academy of Alameda's focus on equitable results impacts all aspects of our program - particularly those elements associated with accelerating the academic and social emotional outcomes of students below grade level. The majority of students in our intervention classes/programs have high needs related to their family income, level of English proficiency, and/or other factors. In addition to continually developing our Tier 1 program for all students, we target students who are underperforming academically and or social emotionally based on multiple data measures, diagnose the reason for their specific challenges and design a comprehensive intervention program - particularly in reading and math designed to accelerate their growth. The main actions we have taken over the past two years - especially this year is to add more sections of reading intervention so that we can provide even more targeted, specialized support. We are doing that to some extent in math but for the 2019/20 school year, we have added a 2nd section of intervention and will provide more specialized instruction during our tutorial periods. We also serve high needs in terms of their social emotional development through our restorative practices that occur proactively through our efforts to connect students to each other and the school by increasing the number of activities (such as clubs, sports, plays, and after-school program) that we offer and through restorative classroom strategies including circles. We have two full time restorative coordinators who also provide both proactive and responsive strategies throughout the day.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Academy of Alameda Middle School

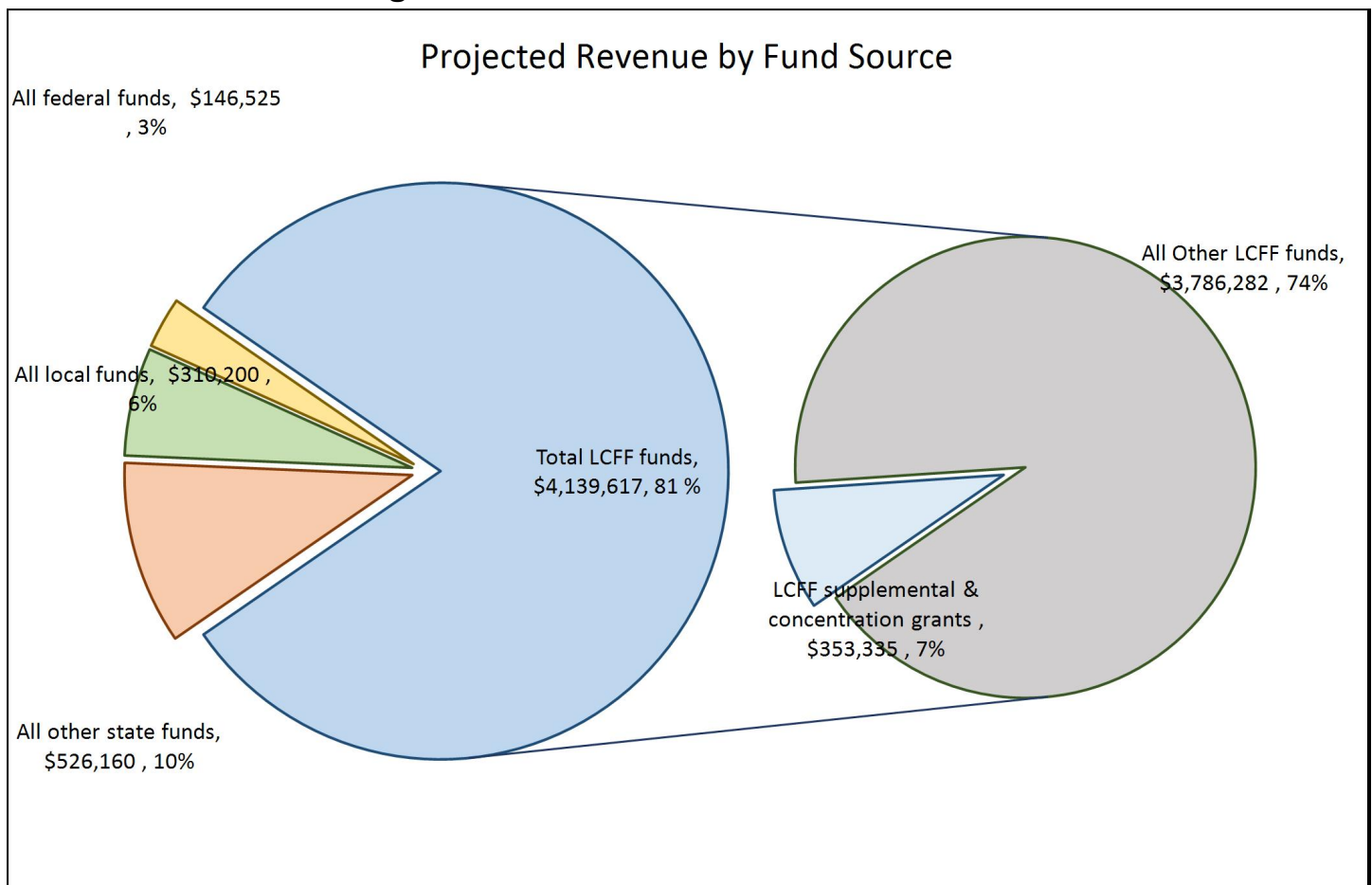
CDS Code: 01611190122085

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Woo Williams-Zou, Middle School Director

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

Budget Overview for the 2019-20 LCAP Year

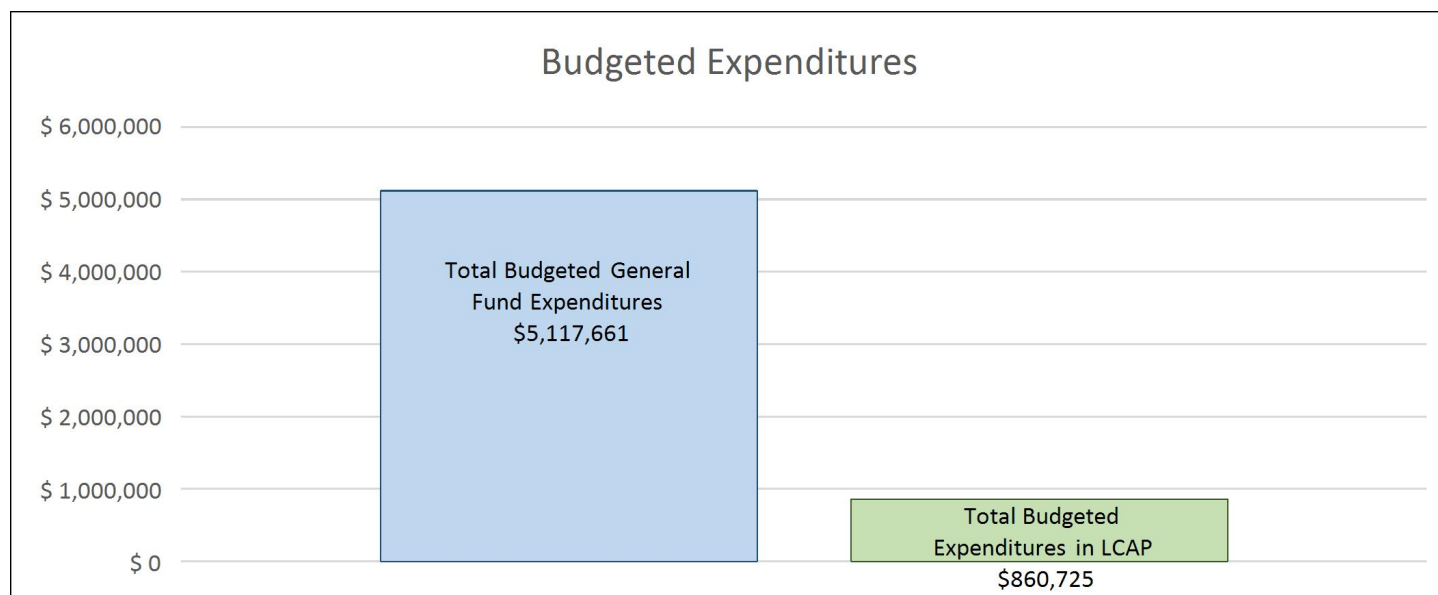


This chart shows the total general purpose revenue The Academy of Alameda Middle School expects to receive in the coming year from all sources.

The total revenue projected for The Academy of Alameda Middle School is \$5,122,502, of which \$4,139,617 is Local Control Funding Formula (LCFF), \$526,160 is other state funds, \$310,200 is local funds, and \$146,525 is federal funds. Of the \$4,139,617 in LCFF Funds, \$353,335 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 The Academy of Alameda Middle School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

The Academy of Alameda Middle School plans to spend \$5,117,661 for the 2019-20 school year. Of that amount, \$860,725 is tied to actions/services in the LCAP and \$4,256,936 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures identified in the LCAP pertain to expenses around student achievement and school culture. Expenditures for general operating expenses and administrative assistance is not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, The Academy of Alameda Middle School is projecting it will receive \$353,335 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda Middle School 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, The Academy of Alameda Middle School plans to spend \$316,400 on actions to meet this requirement.

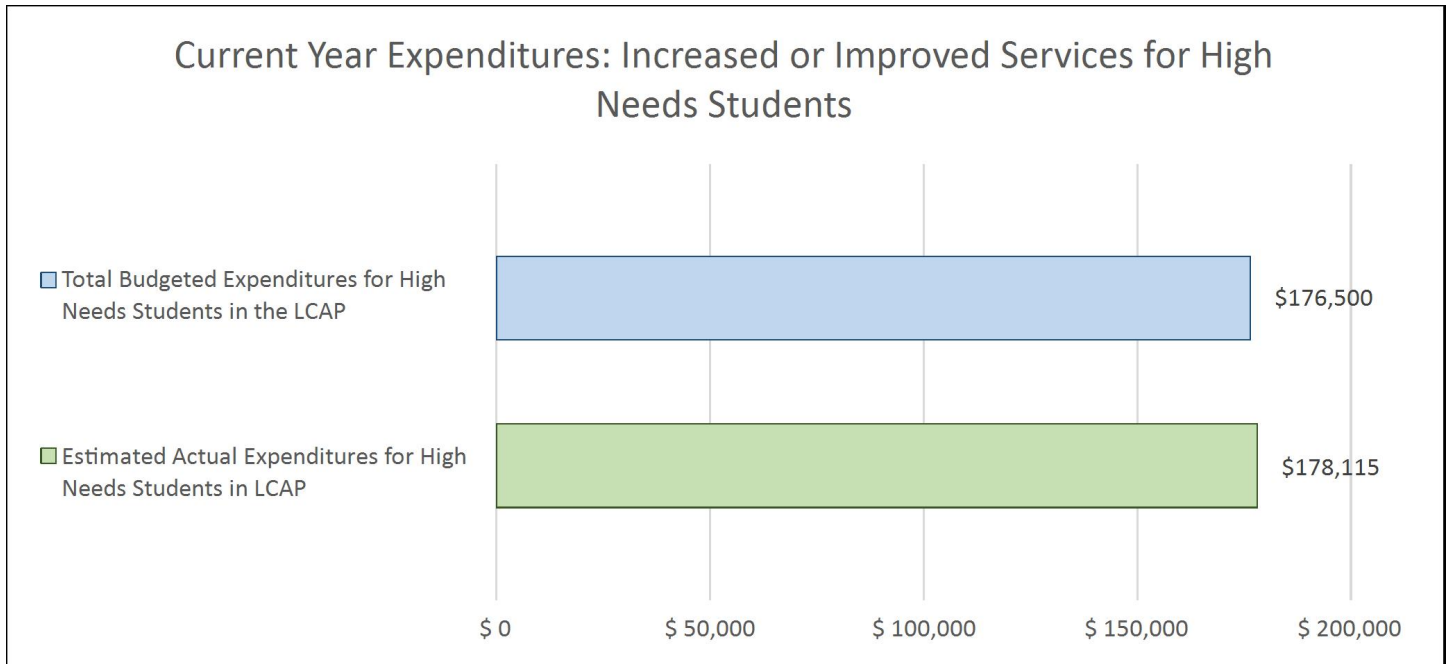
The additional improved services described in the LCAP include the following:

The Academy of Alameda's focus on equitable results impacts all aspects of our program - particularly those elements associated with accelerating the academic and social emotional outcomes of students below grade level. The majority of students in our intervention classes/programs have high needs related to their family income, level of English proficiency, and/or other factors. In addition to continually developing our Tier 1 program for all students, we target students who are underperforming academically and or social emotionally based on multiple data measures, diagnose the reason for their specific challenges and design a comprehensive intervention program - particularly in reading and math designed

to accelerate their growth. The main actions we have taken over the past two years - especially this year is to add more sections of reading intervention so that we can provide even more targeted, specialized support. We are doing that to some extent in math but for the 2019/20 school year, we have added a 2nd section of intervention and will provide more specialized instruction during our tutorial periods. We also serve high needs in terms of their social emotional development through our restorative practices that occur proactively through our efforts to connect students to each other and the school by increasing the number of activities (such as clubs, sports, plays, and after-school program) that we offer and through restorative classroom strategies including circles. We have two full time restorative coordinators who also provide both proactive and responsive strategies throughout the day.

LCFF Budget Overview for Parents

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



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

In 2018-19, The Academy of Alameda Middle School's LCAP budgeted \$176,500 for planned actions to increase or improve services for high needs students. The Academy of Alameda Middle School estimates that it will actually spend \$178,115 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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

The Academy of Alameda Middle School

Contact Name and Title

Woo Williams-Zou
Middle School Director

Email and Phone

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(510)748-4017

2017-20 Plan Summary

The Story

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

The Academy of Alameda Middle School serves students in grades 6--8. In Spring 2017, niche.com rated our school as the 8th most diverse school in the nation and the 5th most diverse school in California. Our diversity is a quality we are very proud of and that we believe must be intentionally nurtured through the curriculum that we teach, the ways in which we teach students to learn and work with one another, and through the professional development we engage in with teachers and staff.

LCAP Highlights

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

While this year's LCAP goals remain mostly unchanged, there are some new action items that the school will be implementing in order to make continued progress toward meeting our expected outcomes for the 2019-20 school year and beyond. These action items include:

Continue to build from the success we experienced as a result of actions taken to redesign our reading intervention program. We will add two more sections of reading intervention and cap class sizes at 10 students rather than 12 students. In addition, we will incorporate instruction around phonemic awareness to fill in gaps.

We will be building upon the work of the Restorative Justice Team by providing additional professional development to support them to lead professional development around restorative practices for our staff in an effort to continue to shift inequitable practices that lead to exclusionary discipline practices and that add to disparities in discipline for students who are African American, Latinx, socioeconomically disadvantaged, and/or students who have disabilities.

We will also be working to revamp our PBIS system so that teachers and staff can be more consistent in consistency across the school in expectations, routines, and procedures.

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

Growth in reading:

*We implemented a new reading intervention curriculum and redesigned our program model. These actions led to encouraging improvements in the reading scores for our students in the program. 93% of the students assessed at the end of the school year improved their reading level as measured by the Fountas & Pinnell running record assessment. Of the 49 students who were enrolled in our strategic literacy program, 48 took the Spring 2019 MAP reading assessment. 52% of those tested demonstrated growth on the Spring 2019 MAP reading assessment. 40% of students grew 10 or more points, 23% of students grew by 20 or more points, and 10% of students improved their reading score by 30 or more points.

Reduction in disparities in school discipline:

*Although we had more referrals and suspensions in 2018-2019 than we had in 2017-18, we reduced the disparities in discipline for many of our subgroups, including for African American students, Latinx students, socio-economically disadvantaged students, and for students with disabilities.

Reduction in achievement gap:

*In reading for students with disabilities and for socio-economically disadvantaged, Latinx and African American students

*In math for students with disabilities and for socio-economically disadvantaged students

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

Student Engagement

The Dashboard shows that students' CAASPP scores on ELA and math have dropped from the 2016/2017 to the 2017/2018 school year. This has included significant declines in ELA and math scores for EL students and Hispanic students, and a decline for students with disabilities and

socioeconomically disadvantaged students. In addition, while 2019 CAASPP math and ELA performance data for the Class of 2020 cohort showed significant improvement for almost all subgroups, the performance data for the math and ELA CAASPP declined significantly for the class of 2019 cohort.

The Instructional Leadership Team (ILT) met to analyze the school's data and noted that in addition to test scores dropping, the school's chronic absentee rate had also risen by 12% in the 2017-18 school year with almost 13% of the student body being categorized as chronically absent. In addition, the School Culture Leadership Team's (SCLT) analysis of student school culture survey data showed that student engagement is an area of growth for our school with 15% of students having expressed feeling "quite excited" or "extremely excited" about going to their classes and 32% of students expressing that they are "quite eager" or "extremely eager" to participate in their classes. Thus, the ILT hypothesized that test scores have gone down and absenteeism has gone up because students are feeling less engaged in their classes. The theory of action moving forward is that if we: incorporate more project-based learning into our instruction, and provide some more opportunities for students to engage in higher level DOK thinking in their classes, and provide more structured collaboration and collaborative teaching opportunities between general education and special education teachers, and Adopt a curriculum for math intervention classes, and provide more opportunities for students to engage in enrichment activities, then, students will be more motivated to attend school, will express feeling more excitement about attending and participating in their class, and will perform better on standardized tests such as the NWEA MAP and CAASPP assessments.

Addressing chronic absenteeism

The dashboard lists our chronic absentee rate of almost 13% in the 2017-18 school year, which was a 2% increase from the prior year. From 2016-17 to the 2017-18 school year, the rate of chronic absenteeism increased for 6 of 9 subgroups. In the 2018-19 school year our rate of chronic absenteeism decreased by almost 3%, which is an improvement, but we will still need to take action to address the chronic absentee rate, including:

- updating our attendance policy and protocols
- Holding more frequent attendance intervention meetings
- Updating our student incentives for strong attendance

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

While we continue to have a gap in achievement between all students and African American, Latinx, economically disadvantaged students and students with disabilities, this year's MAP and SBAC data indicate that we are narrowing these gaps.

The Dashboard shows that students' CAASPP scores on ELA and math have dropped from the 2016/2017 to the 2017/2018 school year. This has included significant declines in ELA and math scores for EL students and Hispanic students, and a decline for students with disabilities and socioeconomically disadvantaged students.

The LEA will continue to address these gaps by continuing to implement the actions previously outlined in Goals 1-4 of this LCAP. Each goal also has additional actions outlined for the 2019-20 school year. These actions include increased professional development to strengthen school culture overall and to strengthen instruction for students who are far behind grade level in math and for EL students.

The 2018 Dashboard also indicates that school suspensions disproportionately impacted African American students, and that suspensions rose for Asian American students at a faster rate than for other groups.

Finally, while the Dashboard indicates that chronic absentee rates were not two levels below the rate for all students, the rate for students with disabilities, EL, white, and Latinx students fell in the orange range. This LCAP adds additional incentives for students to attend school and provides for additional professional development and resources for teachers to increase student engagement at 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.

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.

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

Increase equitable academic outcomes among all demographic groups so that students will be on track to be academically prepared to enter a four-year university.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator NWEA MAP math and reading data</p> <p>18-19 Establish baseline data for the class of 2021 cohort.</p> <p>Reduce disproportionality in student performance as measured by the reading and math MAP assessments by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>	<p>NWEA Measures of Academic Progress (MAP) Data:</p> <p>In Spring 2018, 62% of all students scored in the 59th percentile or above on the MAP reading assessment while 30% of African American students, 52% of Latinx students, 24% of students with disabilities, and 19% of students who are socioeconomically disadvantaged scored at or above the 59th percentile. 46% of all students scored in the 61st percentile or above on the MAP reading assessment while 11% of African American students, 34% of Latinx students, 12% of students with disabilities, and 16% of students who are socioeconomically disadvantaged scored at or above the 59th percentile.</p> <p>In Spring 2019, 60% of all students scored in the 59th percentile or above on the MAP reading assessment while 30% of African American students, 53% of Latinx students, and 22% of students with disabilities, and</p>

Expected

Baseline

Grade Level Cohort Baseline data:

Class of 2020 Cohort:

- 69% of students scored in the 59th percentile (a 220) or higher on the ELA MAP assessment.
- 54% of students scored in the 61st percentile (a 232) or higher on the math MAP assessment.
- 62% of students scored in the top two quartiles in reading.
- 79% of students scored in the top two quartiles in math.

Class of 2019 Cohort:

- 61% of students scored in the 59th percentile (a 220) or higher on the ELA MAP assessment.
- 44% of students scored in the 61st percentile (a 232) or higher on the math MAP assessment.
- 70% of students scored in the top two quartiles in reading
- 53% of students scored in the top two quartiles in math.

Class of 2018 Cohort:

- 66% of students scored in the 59th percentile (a 224) or higher on the ELA MAP assessment.
- 60% of students scored in the 61st percentile (a 238) or higher on the math MAP assessment.
- 79% of students scored in the top two quartiles in reading.
- 68% of students scored in the top two quartiles in math.

Class of 2017 Cohort:

- 73% of students scored in the 59th percentile (a 227) or higher on the ELA MAP assessment.
- 63% of students scored in the 61st percentile (a 243) or higher on the math

MAP assessment.

- 83% of students will score in the top two percentiles in reading.
- 72% of students scored in the top two quartiles in math.

Metric/Indicator

SBAC math and ELA data

18-19

Actual

25% of students who are socioeconomically disadvantaged scored at or above the 59th percentile. Thus, despite a slight drop in overall performance, there was a decrease of 8% in disproportionality for students who are socioeconomically disadvantaged (goal met), a decrease of 3% in disproportionality for Latinx students (goal met), and a decrease of 3% in disproportionality for African American students (goal met), and no change in disproportionality for students with disabilities (goal not met).

In Spring 2019, 45% of all students scored in the 61st percentile or higher on the MAP math assessment with 10% of African Americans, 32% of Latinx, 13% of students with disabilities, and 18% of students who are socioeconomically disadvantaged scored in the 61st percentile. Thus, there was a 3% reduction in disproportionality for students who are socioeconomically disadvantaged (goal met) and a 2% reduction in disproportionality for students with disabilities (short of goal by 1%), no change in disproportionality for African American students (goal not met), and a slight, 1%, increase in disproportionality for Latinx students (goal not met).

Data related to our Tier 2 reading intervention program:

89% of the students assessed at the end of the school year improved their reading level as measured by the Fountas & Pinnell running record assessment. Of the 49 students who were enrolled in our strategic literacy program, 48 took the Spring 2019 MAP reading assessment. 52% of those tested demonstrated growth on the Spring 2019 MAP reading assessment. 40% of students grew 10 or more points, 23% of students grew by 20 or more points, and 10% of students improved their reading score by 30 or more points.

SBAC Data:

Class of 2019 Cohort SBAC ELA Data:

Expected

Establish baseline data for the class of 2021 cohort.

Reduce disproportionality in student performance as measured by the ELA and math summative SBAC tests by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.

Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.

Baseline

2017-18 SBAC ELA data N/A for the class of 2020 cohort:

- 62% of the class of 2017 met or exceeded the standard.
- 46% of African American students met or exceeded the standard.
- 46% of Latino/Hispanic students met or exceeded the standard.
- 65% of Asian students met or exceeded the standard.
- 66% of White students met or exceeded the standard.

2017-18 SBAC Math data for the class of 2020 cohort:

- 57% of the class of 2017 met or exceeded the standard.
- 33% of African American students met or exceeded the standard.
- 42% of Latino/Hispanic students met or exceeded the standard.
- 57% of Asian students met or exceeded the standard.
- 75% of White students met or exceeded the standard.

2016-17 SBAC ELA Data: Class of 2017 EI_A cohort data, percent proficient:

- 73% of the class of 2017 met or exceeded the standard. This is a 4% increase from last year.
- 30% of African American students met or exceeded the standard. This is the same as last year.
- 75% of Latino/Hispanic students met or exceeded the standard. This is a 13% increase from last year.
- 80% of Asian students met or exceeded the standard. This is an increase of 13%.
- 79% of White students met or exceeded the standard. This is a decrease of 5%.

Class of 2018 cohort data

Actual

45% of the class of 2019 met or exceeded the standard, a decrease in performance of 13% from last year.

20% of African American students met or exceeded the standard, a decrease in performance of 9% from last year, and a 25% gap between all students. This is a reduction in the achievement gap between African American students and all students of 5% (goal met).

24% of Latino/Hispanic students met or exceeded the standard, a decrease in performance of 20% from last year, 19% gap. This is an increase in the achievement gap between Latinx students and all students of 4% (goal not met).

75% of Asian students met or exceeded the standard, an improvement in performance of 3% from last year.

43% of White students met or exceeded the standard, a decrease in performance of 14% from last year.

4% of students with disabilities met or exceeded the standard whereas 45% of students without (41% gap in achievement). This is a reduction in the achievement gap between students with disabilities and students without disabilities of 20% (goal met).

40% of students who are economically disadvantaged met or exceeded the standard whereas 45% of students who are not economically disadvantaged met or exceeded the standard. (5% gap). This is a reduction in the achievement gap between economically disadvantaged students and non-economically disadvantaged students without disabilities of 5% (goal met).

10% of EL students (1 of 10 total EL students) met or exceeded the standard whereas 40% of non-EL students (90 students total) who are non-English Learners met or exceeded the standard (30% gap). 60% of IFEP students (5 IFEP students total) met or exceeded the standard, exceeding the performance of non-EL students by 20%, and 63% of RFEP students met or exceeded the standard (48 students total), exceeding the performance of non-EL students by 18%.

Class of 2019 Cohort SBAC Math Data:

40% of the class of 2019 met or exceeded the standard, a decline in performance of 11% from last year.

10% of African American students met or exceeded the standard, an 8% decline in performance from last year, and a 30% gap in performance between all students. This is a reduction in the achievement gap between African American students and all students of 4% (goal met).

19% of Latino/Hispanic students met or exceeded the standard, a 12% decline in performance from last year, and a 21% gap in performance between all students. This is an increase in the achievement gap between Latinx students and all students of 2% (goal not met).

Expected

- 62% of the class of 2018 met or exceeded the standard. This is a 6% increase from last year.
- 21% of African American students met or exceeded the standard. This is a 4% increase from last year.
- 50% of Latino/Hispanic students met or exceeded the standard. This is a 5% increase from last year
- 71% of Asian students met or exceeded the standard. This is a increase of 21%.
- 76% of White students met or exceeded the standard. This is a 2% increase from last year

Class of 2019 cohort data

- 54% of the class of 2019 met or exceeded the standard.
- 25% of African American students met or exceeded the standard.
- 38% of Latino/Hispanic students met or exceeded the standard.
- 56% of Asian students met or exceeded the standard.
- 64% of White students met or exceeded the standard.

2016-17 SBAC Math Data:

Class of 2017 math cohort data, percent proficient:

- 63% of the class of 2017 met or exceeded the standard. This is a 7% decrease from last year.
- 17% of African American students met or exceeded the standard. This is a 2% increase from last year.
- 62% of Latino/Hispanic students met or exceeded the standard. This is a 2% decrease from last year.
- 76% of Asian students met or exceeded the standard. This is a decrease of 5% from last year.
- 69% of White students met or exceeded the standard. This is a decrease of 10% from last year.

Class of 2018 cohort data

- 60% of the class of 2018 met or exceeded the standard. This is a 15%

increase from last year.

- 17% of African American students met or exceeded the standard. This is a 7% decrease from last year.
- 45% of Latino/Hispanic students met or exceeded the standard. This is a 21% increase from last year.

Actual

67% of Asian students met or exceeded the standard, a 10% decline in performance from last year.
38% of White students met or exceeded the standard, a 22% decline in performance from last year.
No students with disabilities met or exceeded the standard this year, which was a decline in 8% from last year, and a 47% gap between students without disabilities. This is a reduction in the achievement gap between students with disabilities and students without disabilities of 7% (goal met).
37% of students who are economically disadvantaged met or exceeded the standard, a decline of 10% in performance from last year, whereas 44% of students who are not economically disadvantaged met or exceeded the standard. The achievement gap between economically disadvantaged students and students who are not economically disadvantaged did not change (goal not met).
10% of EL students (1 of 10 total EL students) met or exceeded the standard whereas 42% of non-EL students (154 students total) who are non-English Learners met or exceeded the standard (32% gap). 67% of IFEP students (5 IFEP students total) met or exceeded the standard, exceeding the performance of non-EL students by 25%, and 54% of RFEP students met or exceeded the standard (48 students total), exceeding the performance of non-EL students by 14%.

Class of 2020 Cohort SBAC ELA Data:

68% of the class of 2020 met or exceeded the standard, an improvement in scores of 6% from last year.)
44% of African American students met or exceeded the standard, an improvement in scores of 14% from last year, and a reduction in the achievement gap between all students of 4%.
56% of Latino/Hispanic students met or exceeded the standard, an improvement in scores from last year of 10%, and a reduction in the achievement gap between all students of 3%.
72% of Asian students met or exceeded the standard, an improvement in scores of 4% from last year.
87% of White students met or exceeded the standard, an improvement in scores of 15% from last year.
36% of students with disabilities met or exceeded the standard, an improvement in scores of 21%, and a reduction in the achievement gap between students without disabilities by 22%.
57% of students who are economically disadvantaged met or exceeded the standard, an improvement in scores of 11% from last year, and a reduction in the achievement gap between students who are not socioeconomically disadvantaged by 11%.

Expected

- 74% of Asian students met or exceeded the standard. This is an increase of 13% from last year.
- 82% of White students met or exceeded the standard. This is a 30% increase from last year.

Class of 2019 cohort data

- 45% of the class of 2019 met or exceeded the standard.
- 24% of African American students met or exceeded the standard.
- 24% of Latino/Hispanic students met or exceeded the standard.
- 61% of Asian students met or exceeded the standard.
- 52% of White students met or exceeded the standard.

Actual

None of the 7 EL students met or exceeded the standard whereas 72% of students who are non-English Learners (123 students total) met or exceeded the standard (72% gap). 67% of IFEP students (6 IFEP students total) met or exceeded the standard, an improvement in scores of 10%, and a reduction in the achievement gap between non-EL students of 1%. 80% of RFEP students met or exceeded the standard, an improvement in scores of 3% from last year, exceeding the performance of non-EL students by 8%.

Class of 2020 Cohort SBAC Math Data:

62% of the class of 2020 met or exceeded the standard, an improvement in scores of 4% from last year.
24% of African American students met or exceeded the standard, a 3% improvement from last year's scores but a slight increase in the gap in achievement between all students of a 1%.
44% of Latino/Hispanic students met or exceeded the standard, an improvement in scores of 1%, but an increase in gap of achievement by 3%.
72% of Asian students met or exceeded the standard, an improvement in scores of 11%.
70% of White students met or exceeded the standard, a decrease in scores of 8%.
21% of students with disabilities met or exceeded the standard, an improvement in scores of 4%, with no change in the gap in achievement between students with no disabilities.
50% of students who are economically disadvantaged met or exceeded the standard, an improvement in scores of 12%, and a reduction in the gap between students who are not socioeconomically disadvantaged by 15%.
None of the 9 EL students met or exceeded the standard whereas 65% of students who are non-English Learners (140 students total) met or exceeded the standard. 57% of IFEP students (7 IFEP students total) met or exceeded the standard, leaving a gap of 8% between non-EL students. 78% of RFEP students met or exceeded the standard, exceeding the performance of non-EL students by 13%.

Class of 2021 Baseline ELA SBAC Data:

41% of the class of 2019 met or exceeded the standard.
6% of African American students met or exceeded the standard, which is a 35% gap in comparison to all students.
38% of Latino/Hispanic students met or exceeded the standard, which is a 3% gap in comparison to all students.
47% of Asian students met or exceeded the standard.
57% of White students met or exceeded the standard.

Expected

Actual

17% of students with disabilities met or exceeded the standard whereas 46% of students without disabilities, which is a 29% gap in performance. 29% of students who are economically disadvantaged met or exceeded the standard whereas 55% of students who are not economically disadvantaged met or exceeded the standard, which is a 26% gap in performance. 14% of EL students (22 total EL students) met or exceeded the standard whereas 46% of non-EL students (131 students total) who are non-English Learners met or exceeded the standard (32% gap). 40% of IFEP students (5 IFEP students total) met or exceeded the standard, (6% gap), and 67% or RFEP students met or exceeded the standard (48 students total), exceeding the performance of non-EL students by 17%.

Class of 2021 Baseline Math SBAC Data:

44% of the class of 2020 met or exceeded the standard.
5% of African American students met or exceeded the standard, which is a 39% gap in achievement between all students.
40% of Latino/Hispanic students met or exceeded the standard, which is a 4% gap in achievement between all students.
60% of Asian students met or exceeded the standard.
54% of White students met or exceeded the standard.
27% of students with disabilities met or exceeded the standard whereas 46% of students without, which is a 20% gap between students without disabilities.
32% of students who are economically disadvantaged met or exceeded the standard whereas 56% of students who are not economically disadvantaged met or exceeded the standard, which is a 24% gap between students who are not economically disadvantaged.
25% of EL students (24 total EL students) met or exceeded the standard whereas 47% of non-EL students (143 students total) who are non-English Learners met or exceeded the standard (22% gap). 60% of IFEP students (5 IFEP students total) met or exceeded the standard (6% gap), exceeding the performance of non-EL students by 13%. 60% or RFEP students met or exceeded the standard (30 students total), exceeding the performance of non-EL students by 13%.

Discipline Data:

While the number of suspensions increased by 16 in the 2018-2019 school year, the disproportionality in suspensions was reduced for Latinx students by 3% (goal not met), for students who are economically disadvantaged by 4% (goal not met), and for students with disabilities by 18% (goal met). The disproportionality in suspensions of African American students did not change (goal not met).

Metric/Indicator

School Discipline data

18-19

Reduce suspensions by 3% for all student groups.

Reduce the number of suspensions for African American students, students with disabilities, and low-income students by 5%.

Expected

Baseline

2016-17 Referral data:

- 110 students received 477 referrals throughout the year, (down by 79 students and down by 380 referrals)
- 38% of the referrals given were received by African American students, (down by 12%)
- 22% of the referrals given were received by Latino/Hispanic students.

(up/down by 1 %)

- 17% of the referrals given were received by White students.
- 12% of the referrals given were received by Asian students.
- 11 % of the referrals given were received by students who identify as two or more races.

2016-17 Suspension data:

- 35 students received 62 suspensions throughout the year.
- 35% of the students suspended were African American.
- 21 % of the students suspended were Hispanic/Latino.
- 16% of the students suspended were White.
- 13% of the students suspended were Asian.
- 15% of the students suspended were 2 or more races.

Actual

The number of referrals for students also increased by 35 referrals, however, the disproportionality in the students receiving the referrals also decreased for African American students by 3% (goal not met) and for students with disabilities by 21% (goal met). The disproportionality in the percentage of referrals given to students who are economically disadvantaged increased by 13% (goal not met) and for Latino students by 1% (goal not met).

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
Continue to restructure our Tier 3 reading intervention program by training 2 teachers to implement the Orton-Gillingham intervention program and ongoing consultation with the literacy consultant.	We signed two of our education specialists up for training with the Orton Gillingham intervention program. The two of them provided ongoing tier 3 intervention to four students who	Orton-Gillingham Intervention PD 5200 Travel & Conferences 0000 LCFF Base 5,000	Literacy PD 5200 Travel & Conferences 0000 LCFF Base 200

are reading several grade levels behind. Rather than work with an outside consultant, we supported the development of our team internally from our instructional coach (0.4 FTE). The instructional coach met bi-weekly to support the implementation of the intervention.

Literacy Consultant 5800 Other Services & Operating Expenses 0000 LCFF Base 10,000

Instructional Coach 1900 Certificated Other Salaries 0000 LCFF Base 29,137

Instructional Coach 3000 Employee Benefits 0000 LCFF Base 8,903

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to pay a stipend or provide a release period for a general education teacher to participate on the Coordination of Services Team (COST)	While we did not provide a release period for a teacher to participate on our Coordination of Services Team (COST), we paid a teacher a stipend to participate on the COST team.	COST Stipend 1100 Teachers Salaries 7910 LCFF Supplemental 2,500	COST Stipend 1100 Teachers Salaries 7910 LCFF Supplemental 1,000
	We have continued to provide 2 pull out days per year for each instructional team to develop curriculum and analyze assessment data. We provide 3 pull out days per year for teams that do not have a common prep period.	Substitutes 5800 Other Services & Operating Expenses 7910 LCFF Supplemental 2,500	Substitutes 5800 Other Services & Operating Expenses 7910 LCFF Supplemental 2,000
	We continued to pay stipends to teachers to participate on the Instructional Leadership Team and the School-wide Culture Leadership Team.		Student assessment software 4300 Materials & Supplies 7910 LCFF Supplemental 9,077
	We continued to work with consultants to plan professional development for administration and teacher leadership teams in order to align our work with the school's mission.		Conferences 5200 Travel & Conferences 7910 LCFF Supplemental 833

We continued to increase opportunities for parent engagement by putting on 7 parent/guardian education workshops about a variety of topics relevant to parenting middle school-aged youth.

We continued to provide pull-out days for math and ELA intervention teachers to analyze student progress and program effectiveness.

We continued to provide mental health support for students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tutoring support to students who are behind grade level in math during tutorial and after school, including providing a release period during tutorial for a math teacher to work with students in need of math intervention.	We provided math after school math tutoring to students in 7/8th grade on Tuesdays and Thursdays. Our 6th grade math teacher provided ongoing individual and small group instruction to targeted students during the tutorial period. In addition, we added one additional section of math intervention support for 6th grade students from February through June 2019.	Tutoring Stipends 1100 Teachers Salaries 7910 LCFF Supplemental 16,000	Tutoring Stipends 1100 Teachers Salaries 7910 LCFF Supplemental 10,725
			Tutoring Stipends 3000 Employee Benefits 7910 LCFF Supplemental 1,767

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to provide a release period for a math teacher (.2 FTE) to provide small group and individualized math interventions to students who are two or more grade levels behind and provide an advisory/tutorial release period for a math teacher to provide supports to 6th grade students who are behind grade level.

We were unable to provide a full release period for a math teacher to provide support for students, as that time was needed to program an additional section of grade level math for our 8th grade students. However, we provided a section of 8th grade math that was co-taught by 2 general education math teachers.

Math Teacher Salaries 1100
Teachers Salaries 7910 LCFF
Supplemental 26,000

Math Teacher Benefits 3000
Employee Benefits 7910 LCFF
Supplemental 5,000

Math Teacher Salaries 1100
Teachers Salaries 7910 LCFF
Supplemental 26,775

Math Teacher Benefits 3000
Employee Benefits 7910 LCFF
Supplemental 9,648

Educational Software 4300
Materials & Supplies 7910 LCFF
Supplemental 259

Math Curriculum 4200 Books &
Other Reference Materials 0000
LCFF Base 9,077

Action 5

Planned Actions/Services

Provide 2 pull-out days per year for each instructional team to develop curriculum and analyze assessment data, 2 to 3 pull-out days for teams that do not have a common prep period.

Actual Actions/Services

We have continued to provide 2 pull out days per year for each instructional team to develop curriculum and analyze assessment data. We provide 3 pull out days per year for teams that do not have a common prep period.

Budgeted Expenditures

Substitute teacher coverage 5800
Other Services & Operating
Expenses 0000 LCFF Base 9,500

Estimated Actual Expenditures

Substitute teacher coverage 5800
Other Services & Operating
Expenses 0000 LCFF Base 5,700

Action 6

Planned Actions/Services

Continue working with two teacher leadership teams -- the Instructional Leadership Team and the School-wide Culture Leadership Team -- to attend to instructional needs, aligning instructional goals to professional development focus, strengthen

Actual Actions/Services

We continued to work with our instructional leadership team and our School-wide Culture Leadership Teams. This included doing three days of retreat work with our School-Wide culture leadership team to put together a

Budgeted Expenditures

ILT and SCLT Stipends 1100
Teachers Salaries 7910 LCFF
Supplemental 33,500

Estimated Actual Expenditures

ILT and SCLT Stipends 1100
Teachers Salaries 7910 LCFF
Supplemental 23,500

school culture, and co-plan and facilitate professional development with the staff.

strategic plan to improve school culture this year.

Action 7

Planned Actions/Services

Work with consultants to plan professional development for administration and teacher leadership teams in order to align our work with our school's mission.

Actual Actions/Services

We continued to work with consultants to plan professional development for administration and teacher leadership teams in order to align our work with the school's mission.

Budgeted Expenditures

PD Consultants for mission alignment 5800 Other Services & Operating Expenses 0000 LCFF Base 10,000

Estimated Actual Expenditures

PD Consultants for mission alignment 5800 Other Services & Operating Expenses 0000 LCFF Base 22,000

Action 8

Planned Actions/Services

"Increase opportunities for parent engagement through:
Community programming/enrichment activities
Information sessions for parents"

Actual Actions/Services

We continued to increase opportunities for parent engagement by putting on 7 parent/guardian education workshops about a variety of topics relevant to parenting middle school-aged youth.

Budgeted Expenditures

School Culture Initiatives: Parent Events 5800 Other Services & Operating Expenses 0000 LCFF Base 12,500

Food for parent events 4700
Food 0000 LCFF Base 4,000

Estimated Actual Expenditures

School Culture Initiatives Events 5800 Other Services & Operating Expenses 0000 LCFF Base 21,263

Action 9

Planned Actions/Services

Provide once per trimester pull-out days for math and ELA intervention team in order to analyze student progress and program effectiveness, and to design

Actual Actions/Services

We continued to provide pull-out days for math and ELA intervention teachers to analyze student progress and program effectiveness.

Budgeted Expenditures

Substitutes 5800 Other Services & Operating Expenses 0000 LCFF Base 5,000

Estimated Actual Expenditures

Substitutes 5800 Other Services & Operating Expenses 0000 LCFF Base 4,000

curriculum and other interventions to support student progress.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide increased mental health support	We continued to provide mental health support for students.	Mental Health Counselor Salary 1200 Certificated Pupil Support Salaries 6512 ERMHS (State & Federal) 21,853	Mental Health Counselor Salary 1200 Certificated Pupil Support Salaries 4127 Title IV 7,000
			Mental Health Counselor Salary 1200 Certificated Pupil Support Salaries 6512 ERMHS (State & Federal) 17,569

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pilot a new tier 2 intervention program using the Fountas & Pinnell Leveled Literacy Intervention program and the Reading Plus online literacy program in conjunction with consultation and professional development with a literacy consultant and representative from Fountas & Pinnell.	We implemented the pilot program for tier 2 literacy intervention. This included offering 5 sections of Strategic Literacy, which is the name of our tier 2 course. In addition, the strategic literacy team met weekly for one hour per session for the first trimester of the school year and then monthly for one hour per session for the remainder of the year to collaborate around implementation of the program. In addition, we had a team pull-out day in the winter to review mid-year data and discuss strengths and challenges of the program.	Fountas & Pinnell Leveled Literacy Curriculum 4200 Books & Other Reference Materials 0000 LCFF Base 15,000 Educational Software 4300 Materials & Supplies 0000 LCFF Base 5,000 Professional Development 5800 Other Services & Operating Expenses 0000 LCFF Base 5,000	Fountas & Pinnell Leveled Literacy Curriculum 4200 Books & Other Reference Materials 0000 LCFF Base 12,432 Educational Software 4300 Materials & Supplies 0000 LCFF Base 9,973 Professional Development 5800 Other Services & Operating Expenses 0000 LCFF Base 3,845 Professional Development: LLI Training 5800 Other Services & Operating Expenses 4035 Title II 1,275

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send math department to the Eureka math curriculum professional development training.	The teachers in our math department attended a training for Eureka math in Summer 2018.	Professional Development 5800 Other Services & Operating Expenses 0000 LCFF Base 4,000	Conferences 5200 Travel & Conferences 0000 LCFF Base 677
			Professional Development 5800 Other Services & Operating Expenses 0000 LCFF Base 5,538

Analysis

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

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

Overall the actions were implemented as planned with the exception of allocating 0.2 FTE for a math teacher to provide additional pull-out support for 7th and 8th grade students because we experienced some competing needs with our master schedule. We did, however, add an additional section of math intervention to support 6th grade students who were far behind grade level.

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

Our biggest successes with regard to goal one were in connection to the reading growth that students in our tier 2 reading intervention program experienced as measured by the MAP, SBAC, and Fountas & Pinnell running record data. Furthermore, the improvements that our EL students experienced on the MAP and SBAC indicate that our EL phonemic awareness pilot program was effective in supporting them to develop stronger reading skills.

While there were slight drops in students' MAP scores and drops in performance on the SBAC for the class of 2019 cohort, there were significant improvements in math and ELA scores for the class of 2020. Overall there were reductions in the gaps in achievement between all students and African American students and students with disabilities. For the class of 2020, there were reductions in the achievement gap as measured by SBAC across the board.

This data indicates that we have more work to do to engage our students' interest and to modify our curriculum to align with higher Depth of Knowledge levels of critical thinking. However, the reduction in the achievement gap is encouraging. The professional development that we have engaged in around equity and social justice may be helping to reduce implicit bias and conditions that lead to inequitable results in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and the 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No major changes in actions are planned. Instead, we are focusing on strengthening our Tier 1 program and improving upon our pilot of delivering small group instruction to targeted groups of students in our intervention classes.

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 2

Increase student intellectual engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Survey Data</p> <p>18-19 67% of students express that they feel intellectually engaged by their coursework.</p> <p>Baseline 62% of students expressed that they feel challenged/engaged by their schoolwork.</p>	<p>The Academy of Alameda is no longer using this site-based survey and does not have actuals to report.</p>
<p>Baseline</p>	
<p>Metric/Indicator Panorama Education Survey Data</p> <p>18-19 Establish baseline data</p>	<p>We implemented a new school culture mid-year survey for students that has multiple questions that are aligned to our goal of intellectual engagement. In that survey 32% of students surveyed responded that they are eager to participate in their classes and 30% of students expressed that they are interested in their classes. 15% of students expressed feeling excited about</p>

Expected

Baseline

Establish baseline data

Actual

going to their classes. The ew survey measures engagement differently than prior years so this year's data will be baseline data. In the past, we included the answer, "somewhat engaged" (In addition to engaged and highly engaged) in the percentage of students were who intellectually engaged. Our new survey, which is norm referenced nationally, has a higher standard and only includes the top two ratings on the scale. Thus, students have to answer that they are engaged or highly engaged - a strict measure as students typically will answer that there are some classes that are not as engaging as others.

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
Professional Development: Continue to deepen professional development in the area of culturally responsive practices.	We continued to deepen professional development in the area of culturally responsive practices, with a focus on gender as it intersects with race.	PD: Culturally responsive practices 5800 Other Services & Operating Expenses 4035 Title II 8,000	PD: Culturally responsive practices 5800 Other Services & Operating Expenses 4035 Title II 7,225
Engage in instructional rounds to learn more about staff's effectiveness around engaging students, and to identify further direction for professional development.	We did not continue with instructional rounds, lesson study, and peer coaching this year.	PD: Culturally responsive practices 5200 Travel & Conferences 0000 LCFF Base 2,000	PD: Culturally responsive practices 5200 Travel & Conferences 0000 LCFF Base 815
Deepen our practice of peer coaching to increase teacher supports and systems for feedback around implementation of culturally responsive practices and student engagement.	We continued to work with a consultant to support implementation of restorative practices.		PD: Culturally responsive practices 5800 Other Services & Operating Expenses 0000 LCFF Base 14,026
Continue to work with restorative practices consultant to deepen practice around implementation of community circles and other			

restorative practices that increase student safety and voice in the classroom.



Action 2

**Planned
Actions/Services**

Expand Family and Community Coordinator position which will allow for dedicated time to improve family programming in order to provide community building opportunities for families and multiple entry points for parents and families to be more involved in the school community, which in turn, according to research may have a positive impact on students' engagement at school.

**Actual
Actions/Services**

Rather than expand the family and community coordinator position, we expanded opportunities to engage parents through 7 parenting workshops that happened throughout the year.

**Budgeted
Expenditures**

Family & Community Coordinator stipend 2200 Classified Support Salaries 0000 LCFF Base 2,500

**Estimated Actual
Expenditures**

Food for parent workshops 4700 Food 0000 LCFF Base 141

Action 3

**Planned
Actions/Services**

Provide increased tutoring support for struggling students.

**Actual
Actions/Services**

We continued to offer tutoring support for students after school.

**Budgeted
Expenditures**

Instructional Aides Salaries 2100 Classified Instructional Aide Salaries 7910 LCFF Supplemental 22,000

Instructional Aides Benefits 3000 Employee Benefits 7910 LCFF Supplemental 5,500

**Estimated Actual
Expenditures**

Instructional Aides Salaries (Math) 2100 Classified Instructional Aide Salaries 7910 LCFF Supplemental 15,330

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Implement annual student survey created by the Panorama Education Company.

Actions/Services

We implemented the student survey created by the Panorama Education Company.

Expenditures

Panorama Surveys 5300 Dues & Memberships 0000 LCFF Base 2,500

Expenditures

Panorama Surveys 5300 Dues & Memberships 0000 LCFF Base 201

Action 5**Planned
Actions/Services**

Work with teacher leader to develop and implement the professional development practice of Lesson Study

**Actual
Actions/Services**

We decided to take a step back from the lesson study practice so that we could focus on rolling out the teacher development rubric/framework (Action 6).

**Budgeted
Expenditures**

Instructional Coach Salary 1900 Certificated Other Salaries 0000 LCFF Base 60,000

Instructional Coach Benefits 3000 Employee Benefits 0000 LCFF Base 15,000

**Estimated Actual
Expenditures**

Instructional Coach Salary 1900 Certificated Other Salaries 0000 LCFF Base 43,706

Instructional Coach Benefits 3000 Employee Benefits 0000 LCFF Base 13,354

Action 6**Planned
Actions/Services**

Adopt a new teacher development rubric and strengthen our system of teacher observation and feedback in order to support continued improvement in the classroom.

**Actual
Actions/Services**

We introduced a new teacher development rubric called "The AoA Framework for Effective Teaching" in August 2018. The Framework has been used in a variety of ways: referenced in the notes and debrief meetings of informal observations of teachers, referenced in write-ups of instructional coach observations and debrief meetings with teachers, referenced when providing feedback to instructional teams about the unit plans they create, referenced in Instructional Leadership Team meetings when colleagues present work for feedback. In addition, the

**Budgeted
Expenditures**

Principal Salaries 1300 Certificated Supervisor & Administrator Salaries 0000 LCFF Base 112,000

Principal Benefits 3000 Employee Benefits 0000 LCFF Base 26,000

**Estimated Actual
Expenditures**

Principal Salaries 1300 Certificated Supervisor & Administrator Salaries 0000 LCFF Base 112,000

Principal Benefits 3000 Employee Benefits 0000 LCFF Base 33,000

instructional team met several times throughout the year to calibrate their usage of the rubric and strategize ongoing roll-out of the rubric.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer an advisory tutorial tailored for girls (girl's group) and an advisory/tutorial tailored for boys (boy's group) in order to offer social emotional support that is targeted for the unique needs of girls and boys in middle school.	We offered both a girls and boys tutorial.	Restorative Justice Coordinator Salary 2200 Classified Support Salaries 7910 LCFF Supplemental 31,000	Restorative Justice Coordinator Salary 2200 Classified Support Salaries 7910 LCFF Supplemental 33,800
		Restorative Justice Coordinator Benefits 3000 Employee Benefits 7910 LCFF Supplemental 11,000	Restorative Justice Coordinator Benefits 3000 Employee Benefits 7910 LCFF Supplemental 6,145
			Consulting 5800 Other Services & Operating Expenses 7910 LCFF Supplemental 2,500

Analysis

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

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

We implemented the actions for goal 2 as planned, with the exception of actions 1 and 5. We decided to pause our work with lesson study so that we could focus on effectively implementing our new teacher development framework and work on implementing a system of informal classroom observations.

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

Because we implemented a new measurement tool, it is unclear from this data how much of an impact our actions had on student intellectual engagement. However, our school culture survey data along with student and family focus groups, indicates that we should have a strong focus on improving student intellectual engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and the 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions 8-16 are new actions for 2019-20. These actions all involve bringing in new curricular resources and supports designed to increase student intellectual engagement and to provide more opportunities to engage parents and provide students with additional incentives to engage in their academics. We also changed our survey tool from one that we created to adopting a nationally recognized, normed survey by Panorama Education (Discussed in Goal 2 in the 2017-20 Goals, Actions, and Expenditures section).

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 3

Students feel physically and emotionally safe on campus.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Survey Data</p> <p>18-19 Establish new baseline data using a research based school culture survey through the Panorama Education Company.</p> <p>Baseline 73% of our students reported feeling safe or very safe at school</p>	<p>We implemented a new school culture mid-year survey for students that will survey as baseline data.</p> <p>47% of students surveyed responded that the energy of the school is positive. 43% of students surveyed responded that they feel like they belong at the school. 20% of students responded favorably that the behavior of their peers helps their learning. 23% of students surveyed expressed feeling connected to the adults at their school. 32% of students surveyed responded feeling that they matter to others at their school. 33% of students expressed feeling respected by other students in the school.</p> <p>We also implemented a school culture survey for the staff, and: 55% of the staff who took the fall school culture survey indicated that they believe that our school-we standards of behavior are aligned with our school's mission. 45% of our staff believe that these standards are somewhat aligned with our school's mission. 90% of the staff expressed that they believe that our use of restorative practices is a critical part of successfully implementing our mission.</p>

Expected

Actual

45% of teachers hold community circles (a restorative practice) in their classrooms once per week, and 45% of teachers hold community circles inter classrooms once per month.

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
Work with School-wide Culture Leadership Team to clarify expectations and continue to refine our behavioral incentives and disciplinary practices.	We conducted a student focus group to get feedback about our school program.	Student incentives 4300 Materials & Supplies 0000 LCFF Base 4,000	Student incentives supplies 4300 Materials & Supplies 0000 LCFF Base 260
			Student incentives food 4700 Food 0000 LCFF Base 188
			Student incentives events 5800 Other Services & Operating Expenses 0000 LCFF Base 533

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional development for Middle School Director, Dean of Student Culture, and Youth advisor around implementation of restorative practices	"We hired a consultant around restorative practices to lead whole staff professional development around community and restorative circles, and to do monthly site visits to engage in observations and coaching for teachers and for our restorative justice team. In addition, the principal and youth advisor attended a more intensive restorative justice training through	Dean of Student Culture Salary 2200 Classified Support Salaries 3010 Title I 55,000	Dean of Student Culture Salary 2200 Classified Support Salaries 3010 Title I 51,460
		Dean of Student Culture Benefits 3000 Employee Benefits 3010 Title I 13,000	Dean of Student Culture Benefits 3000 Employee Benefits 3010 Title I 13,310
		Youth Advisor Salary 2200 Classified Support Salaries 0000 LCFF Base 13,500	Youth Advisor Salary 2200 Classified Support Salaries 0000 LCFF Base 34,520

the International Institute for Restorative Practices.

We did not hold 3 pull-out days for the COST team this year."

Youth Advisor Benefits 3000
Employee Benefits 0000 LCFF
Base 9,000

Youth Advisor Benefits 3000
Employee Benefits 0000 LCFF
Base 5,730

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for all staff around behavior management.	"Our Instructional Coach led professional development for new teachers around behavior management. In addition, we provided professional development for staff around behavior management and how to navigate our school's discipline policies - in the form of monthly observation and coaching sessions with a restorative justice coordinator."	Behavior management PD 5200 Travel & Conferences 0000 LCFF Base 2,000	Food for in-house PD 4700 Food 0000 LCFF Base 1,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional development for Dealing of Student Culture around the implementation of the WEB program.	We continued to expand the WEB program by implementing the WEB leader-facilitated advisory lessons in 6th grade advisories. We continued to host at least one WEB event per trimester.	WEB Program PD 5200 Travel & Conferences 0000 LCFF Base 1,000	WEB Program PD 5200 Travel & Conferences 0000 LCFF Base 3,542
	We convened two retreats for our school culture leadership team to address discipline policies and practices and worked continuously with the Restorative justice team to		WEB supplies 5800 Other Services & Operating Expenses 0000 LCFF Base 492
			Food for WEB events 4700 Food 0000 LCFF Base 1,273

tighten up our discipline policies and practices.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase the Character Strong curriculum for the student leadership and explore possibility of adopting a curriculum for our advisory program.	We purchased the Character Strong Curriculum for our student leadership class. We paid a member of our school culture leadership team to develop advisory curriculum throughout the year based themes identified by the team.	Character Strong Curriculum 4200 Books & Other Reference Materials 6300 Lottery 6,000	Character Strong Curriculum 4200 Books & Other Reference Materials 6300 Lottery 999
	We also increased our participation in the student yearbook and sports program.		Yearbook & Athletics Stipend 2300 Classified Supervisor & Administrator Salaries 4127 Title IV 3,000

Analysis

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

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

Overall we implemented out stated actions according to plan, with the exception of additional trainingWe implemented our actions for Goal 3 according to plan with the exception of Action 5. We intend to send 1-2 additional staff members to be trained in the WEB Program in 2019-20.around our WEB Program. This action will be implemented for the 2019-20 school year.

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

It was a challenge to determine the effectiveness of the actions, as we used a new measurement tool this year and established new baseline data that measures student engagement in very different ways from previous measurements. Because we implemented a new measurement tool, it is unclear from this data how much of an impact our actions had on students' perceptions of physical and emotional safety. However, our school culture survey data indicates that we should have a focus on improving behavior management and relationship beuilding between students and between students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and the 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our analysis of the data led us to modify some key actions and to create new actions to improve in this area. We are going to adopt a new social emotional learning curriculum for our advisory program (action 5) and are going to allocate resources toward re-establishing our PBIS system and developing stronger behavior management skills for our teachers (actions 2, 3, 7). In addition, we are going to establish a peer conflict mediation program as a new action (action 8).

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 4

Support the continuous progress toward reclassification for English learner students at all levels of English proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ELPAC Scores English learner re-designation Data</p> <p>18-19 Redesignate all students who entered the Academy at a CELDT level 4 or 5 or at an ELPAC level of 3 or 4 by the time they graduate 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC level 1 in 6th grade to reach level 2 by the time they reach 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC level 2 or 3 to reach a level 3 or 4 by the time they graduate 8th grade.</p> <p>Baseline All students who entered the Academy at a CELDT level of 4 or 5 were reclassified by the Spring of their 8th grade year.</p>	<p>MAP and Fountas & Pinnell Running Record Data: We piloted an intervention program for EL students who scored below the 40th percentile on their MAP reading assessment. 12 students participated in this pilot, and 11 of those students (92%) demonstrated significant growth on their end of year Fountas & Pinnell running reading record. 90% of the students also showed significant growth on their Spring MAP reading assessment with an average improvement of 9 points for all students in the pilot.</p> <p>Class of 2019 SBAC data: ELA: 10% of EL students (1 of 10 total EL students) met or exceeded the standard whereas 40% of non-EL students (90 students total) who are non-English Learners met or exceeded the standard (30% gap). 60% of IFEP students (5 IFEP students total) met or exceeded the standard, exceeding the performance of non-EL students by 20%, and 63% of RFEP students met or exceeded the standard (48 students total), exceeding the performance of non-EL students by 18%.</p> <p>Math: None of the 7 EL students met or exceeded the standard whereas 72% of students who are non-English Learners (123 students total)met or exceeded the standard (72% gap). 67% of IFEP students (6 IFEP students total) met or exceeded the standard, an improvement in scores of 10%, and a reduction in the achievement gap between non-EL students of 1%. 80% of</p>

Expected

Actual

RFEP students met or exceeded the standard, an improvement in scores of 3% from last year, exceeding the performance of non-EL students by 8%.

Class of 2020 SBAC Data:

ELA: None of the 7 EL students met or exceeded the standard whereas 72% of students who are non-English Learners (123 students total) met or exceeded the standard (72% gap). 67% of IFEP students (6 IFEP students total) met or exceeded the standard, an improvement in scores of 10%, and a reduction in the achievement gap between non-EL students of 1%. 80% of RFEP students met or exceeded the standard, an improvement in scores of 3% from last year, exceeding the performance of non-EL students by 8%.

Math: None of the 9 EL students met or exceeded the standard whereas 65% of students who are non-English Learners (140 students total) met or exceeded the standard. 57% of IFEP students (7 IFEP students total) met or exceeded the standard, leaving a gap of 8% between non-EL students. 78% of RFEP students met or exceeded the standard, exceeding the performance of non-EL students by 13%.

Class of 2021 SBAC Data:

ELA: 14% of EL students (22 total EL students) met or exceeded the standard whereas 46% of non-EL students (131 students total) who are non-English Learners met or exceeded the standard (32% gap). 40% of IFEP students (5 IFEP students total) met or exceeded the standard, (6% gap), and 67% of RFEP students met or exceeded the standard (48 students total), exceeding the performance of non-EL students by 17%.

Math: 25% of EL students (24 total EL students) met or exceeded the standard whereas 47% of non-EL students (143 students total) who are non-English Learners met or exceeded the standard (22% gap). 60% of IFEP students (5 IFEP students total) met or exceeded the standard (6% gap), exceeding the performance of non-EL students by 13%. 60% of RFEP students met or exceeded the standard (30 students total), exceeding the performance of non-EL students by 13%.

ELPAC & Redesignation Data:

Of the 42 EL students enrolled in 2018-19, 16 students (38%) are recommended for redesignation.

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
Continue to support professional development of the Assistant Principal who serves as the ELPAC Test Coordinator and the English Learner Student Coordinator to ensure compliance with state standards through effective professional development.	The Assistant Principal attended professional development to support implementation of ELPAC testing.	AP ELPAC Coordinator Salary & Stipend 1300 Certificated Supervisor & Administrator Salaries 7910 LCFF Supplemental 16,000	AP ELPAC Coordinator Salary 1300 Certificated Supervisor & Administrator Salaries 7910 LCFF Supplemental 16,133
			AP ELPAC Coordinator Benefits 3000 Employee Benefits 7910 LCFF Supplemental 5,621
			Professional Development 5200 Travel & Conferences 7910 LCFF Supplemental 368

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pay a stipend to a teacher to serve as the English Learner Student Coordinator.	"One of our teachers to serve as our EL student coordinator for 0.2 FTE of her time. In this role, she provided small group instruction to EL students who scored below the 40th percentile on the MAP reading assessment. In addition, she helped to plan and facilitate the ELAC meetings and helped to coordinate and proctor the ELPAC testing.	EL Student Coordinator Stipend 1100 Teachers Salaries 7910 LCFF Supplemental 2,000	EL Student Coordinator Salary 1100 Teachers Salaries 7910 LCFF Supplemental 7,717
	We provided professional development support to one teacher and an instructional aid to provide phonemic awareness instruction to EL students."		EL Student Coordinator Benefits 3000 Employee Benefits 7910 LCFF Supplemental 1,713

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to celebrate students and families when they achieve the milestone of being re-designated.	Because we did not determine redesignations before the end of the school year, we did not celebrate students and families when they achieved the milestone of being redesignated. We will do so in fall 2019.	Food for family celebrations 4700 Food 7910 LCFF Supplemental 1,000	Food for family celebrations 4700 Food 7910 LCFF Supplemental 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide increased translation services to improve communication with families of EL students	We signed an MOU with Interpreters Unlimited to provide meeting, phone, and document translation for our students and families and used their services throughout the year. In addition, we subscribed to Parent Square, which is a parent communication platform that allows parents to interface with the platform in their designated home language, and translates communications into Spanish, which is the most commonly spoken language by EL students in our school community.	Translators 5800 Other Services & Operating Expenses 7910 LCFF Supplemental 1,000 ParentSquare subscription 5300 Dues & Memberships 7910 LCFF Supplemental 1,500	Translators 5800 Other Services & Operating Expenses 7910 LCFF Supplemental 390 ParentSquare subscription 5300 Dues & Memberships 7910 LCFF Supplemental 2,814

Analysis

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

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

We implemented all actions as planned, except for Action 3. In addition, we initiated a pilot program for EL students whose MAP reading scores were below the 40th percentile designed to support them to fill in gaps in phonemic awareness.

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

SBAC scores on the surface appear to show a wide achievement gap between EL students and non-EL students. This data can be understood, however, in the context of our high rate of redesignations of EL students as RFEP from year to year. When the performance of IFEP and RFEP students are compared to the performance of non-EL students, these students are narrowing the achievement gap or even outperforming non-EL students on the SBAC with few exceptions.

Student performance data on the Spring 2019 MAP reading assessment indicates that our EL phonemic awareness pilot had a positive impact on students' ability to read.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and the 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will be continuing all of our previous actions, however, the celebration of students who have been redesignated will be moved to the fall. We are moving this celebration to the fall because for the past two years we have not had redesignations finalized in time to celebrate students before the end of the school year.

We are adding two additional actions to goal 4. Action 5 will continue the EL phonemic awareness pilot for EL students who score below the 40th percentile on their MAP reading assessment. Action 6 will provide additional professional development for a staff member to support the learning of EL students in tier 1 classes.

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?

The LEA consulted with multiple stakeholders as part of the planning process for this LCAP. It conducted two focus groups for each of the following groups: students, parents, staff. We held two ELAC parent committee meetings on March 30 and May 9. In addition, it secured feedback from teachers through the staff surveys, qualitative feedback from professional development sessions, Instructional Leadership Team, and the School-wide Culture Leadership Team. This feedback was ongoing throughout the year. Finally, the LEA obtained student feedback from the school culture survey and from advisory lessons in which students were asked for qualitative feedback.

Impact on LCAP and Annual Update

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

Parent, student, and staff feedback have contributed to decisions to continue previous actions as well as to add new actions in each goal.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Increase equitable academic outcomes among all demographic groups so that students will be on track to be academically prepared to enter a four-year university.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our school is committed to narrowing the opportunity gap until we eliminate it completely. We believe it is important to support all students to grow while accelerating the learning of students who are behind grade level at a faster pace so that they can be on track for success in high school, college, and beyond.

According to the NWEA students who achieve the following MAP scores on their Spring MAP assessments are on track to be accepted into a four--year state university upon graduation from high school.

MAP Spring Reading Scores:

5th Grade: 218

6th Grade: 223

7th Grade: 227

8th Grade: 230

This indicates a need to restructure and increase math supports for students, particularly at the 6th grade level when students are entering our school with very different math levels, many of which are below grade level. Our ultimate goal is to support students to grow academically during their time here so that students are prepared to excel in high school and to be eligible to attend a four-year university. As such, each student has two MAP growth targets in reading and math, a growth target and an Academy of Alameda growth target, which is set higher than the MAP growth targets set for students. We know that for students who are coming to our school who are performing below grade level in reading and math must accelerate their learning at a faster rate than students who are at grade level in order to reach or exceed grade level. Thus, for our Academy of Alameda growth targets for students in the bottom two quartiles we push students to double their projected MAP growth from fall to spring (i.e. if a student's MAP growth target is to improve his score by 3 points, the Academy of Alameda growth target for this same student would be to improve by 6 points). According to our Spring 2016 MAP data, 32% of students in the bottom two quartiles met their Academy of Alameda growth targets, and 56% of students in the bottom two quartiles met their MAP math growth targets. 41% of students in the bottom two quartiles met their Academy of Alameda growth targets, and 74% of students in the bottom two quartiles met their MAP reading growth targets.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA MAP Math and Reading Data	<p>This year's 6th grade (Class of 2019):</p> <ul style="list-style-type: none"> 61% of students scored in the 59th percentile (a 220) or higher on the ELA MAP assessment. 44% of students scored in the 61st percentile (a 232) or 	<p>Establish baseline data for the class of 2020 cohort.</p> <p>Reduce disproportionality in student performance as measured by the reading and math MAP assessments by increasing the number of African American, Latino, economically</p>	<p>Establish baseline data for the class of 2021 cohort.</p> <p>Reduce disproportionality in student performance as measured by the reading and math MAP assessments by increasing the number of African American, Latino, economically</p>	<p>Establish baseline data for the class of 2022 cohort.</p> <p>Increase Cohort Data In MAP Math and Reading by 3%</p> <p>Reduce disproportionality in student performance as measured by the reading and math MAP</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>higher on the math MAP assessment.</p> <ul style="list-style-type: none"> 70% of students scored in the top two quartiles in reading. 53% of students scored in the top two quartiles in math. <p>This year's 7th grade (Class of 2018):</p> <ul style="list-style-type: none"> 66% of students scored in the 59th percentile (a 224) or higher on the ELA MAP assessment. 60% of students scored in the 61st percentile (a 238) or higher on the math MAP assessment. 79% of students scored in the top two quartiles in reading. 68% of students scored in the 	<p>disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>	<p>disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>	<p>assessments by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>top two quartiles in math.</p> <p>This year's 8th grade (class of 2017):</p> <ul style="list-style-type: none"> • 73% of students scored in the 59th percentile (a 227) or higher on the ELA MAP assessment. • 63% of students scored in the 61st percentile (a 243) or higher on the math MAP assessment. • 83% of students scored in the top two percentiles in reading. • 72% of students scored in the top two quartiles in math. 			
SBAC math and ELA data	2016-17 SBAC ELA Data: Class of 2017 EI_A cohort data, percent proficient:	Establish baseline data for the class of 2020 cohort.	Establish baseline data for the class of 2021 cohort.	Establish baseline data for the class of 2022 cohort.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> 73% of the class of 2017 met or exceeded the standard. This is a 4% increase from last year. 30% of African American students met or exceeded the standard. This is the same as last year. 75% of Latino/Hispanic students met or exceeded the standard. This is a 13% increase from last year. 80% of Asian students met or exceeded the standard. This is an increase of 13%. 79% of White students met or exceeded the standard. This is a decrease of 5%. 	<p>Reduce disproportionality in student performance as measured by the ELA and math summative SBAC tests by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>	<p>Reduce disproportionality in student performance as measured by the ELA and math summative SBAC tests by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>	<p>Increase Cohort Data In SBAC Math and ELA by 3%</p> <p>Reduce disproportionality in student performance as measured by the ELA and math SBAC assessments by increasing the number of African American, Latino, economically disadvantaged, and students with disabilities by at least 3%.</p> <p>Maintain student performance for White, Asian, non-economically disadvantaged students and students without disabilities or support their growth by at least 1%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Class of 2018 cohort data</p> <ul style="list-style-type: none"> • 62% of the class of 2018 met or exceeded the standard. This is a 6% increase from last year. • 21% of African American students met or exceeded the standard. This is a 4% increase from last year. • 50% of Latino/Hispanic students met or exceeded the standard. This is a 5% increase from last year • 71% of Asian students met or exceeded the standard. This is a increase of 21%. • 76% of White students met or exceeded the standard. This is a 2% 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>increase from last year</p> <p>Class of 2019 cohort data</p> <ul style="list-style-type: none"> • 54% of the class of 2019 met or exceeded the standard. • 25% of African American students met or exceeded the standard. • 38% of Latino/Hispanic students met or exceeded the standard. • 56% of Asian students met or exceeded the standard. • 64% of White students met or exceeded the standard. <p>2016-17 SBAC Math Data:</p> <p>Class of 2017 math cohort data, percent proficient:</p> <ul style="list-style-type: none"> • 63% of the class of 2017 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>met or exceeded the standard. This is a 7% decrease from last year.</p> <ul style="list-style-type: none"> • 17% of African American students met or exceeded the standard. This is a 2% increase from last year. • 62% of Latino/Hispanic students met or exceeded the standard. This is a 2% decrease from last year. • 76% of Asian students met or exceeded the standard. This is a decrease of 5% from last year. • 69% of White students met or exceeded the standard. This is a decrease of 10% from last year. 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Class of 2018 cohort data</p> <ul style="list-style-type: none"> 60% of the class of 2018 met or exceeded the standard. This is a 15% increase from last year. 17% of African American students met or exceeded the standard. This is a 7% decrease from last year. 45% of Latino/Hispanic students met or exceeded the standard. This is a 21% increase from last year. 74% of Asian students met or exceeded the standard. This is an increase of 13% from last year. 82% of White students met or exceeded the 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>standard. This is a 30% increase from last year.</p> <p>Class of 2019 cohort data</p> <ul style="list-style-type: none"> • 45% of the class of 2019 met or exceeded the standard. • 24% of African American students met or exceeded the standard. • 24% of Latino/Hispanic students met or exceeded the standard. • 61% of Asian students met or exceeded the standard. • 52% of White students met or exceeded the standard. 			
School Discipline data	<p>2016-17 Referral data:</p> <ul style="list-style-type: none"> • 110 students received 477 referrals throughout the year, (down by 	<p>Reduce suspensions by 3% for all student groups.</p> <p>Reduce the number of suspensions for African</p>	<p>Reduce suspensions by 3% for all student groups.</p> <p>Reduce the number of suspensions for African</p>	<p>Reduce suspensions by 3% for all student groups.</p> <p>Reduce the number of suspensions for African</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>79 students and down by 380 referrals)</p> <ul style="list-style-type: none"> • 38% of the referrals given were received by African American students, (down by 12%) • 22% of the referrals given were received by Latino/Hispanic students. <p>(up/down by 1 %)</p> <ul style="list-style-type: none"> • 17% of the referrals given were received by White students. • 12% of the referrals given were received by Asian students. • 11 % of the referrals given were received by students who identify as two or more races. 	American students, students with disabilities, and low-income students by 5%.	American students, students with disabilities, and low-income students by 5%.	American students, students with disabilities, and low-income students by 5%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2016-17 Suspension data:</p> <ul style="list-style-type: none"> • 35 students received 62 suspensions throughout the year. • 35% of the students suspended were African American. • 21 % of the students suspended were Hispanic/Latino • 16% of the students suspended were White. • 13% of the students suspended were Asian. • 15% of the students suspended were 2 or more races. 			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Restructure our Tier 3 interventions by hiring a literacy specialist to work with students who are 2 or more grade levels behind in reading and to provide professional development to strengthen our tier 1 literacy instruction.

2018-19 Actions/Services

Continue to restructure our Tier 3 reading intervention program by training 2 teachers to implement the Orton-Gillingham intervention program and ongoing consultation with the literacy consultant.

2019-20 Actions/Services

Provide professional development for ELA teachers and Education Specialists around research based reading intervention instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,000	5,000	5,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000 Certificated Salaries Literacy Specialist Salary	5200 Travel & Conferences Orton-Gillingham Intervention PD	5200 Travel & Conferences ELA Professional Development
Amount	20,000	10,000	5,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses PD: Literacy Consultant	5800 Other Services & Operating Expenses Literacy Consultant	5800 Other Services & Operating Expenses ELA Professional Development
Amount			26,000
Source			0000 LCFF Base
Budget Reference			1900 Certificated Other Salaries Instructional Coach
Amount			6,500
Source			0000 LCFF Base
Budget Reference			3000 Employee Benefits Instructional Coach

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

Low Income
[Add Students to be Served selection here]

LEA-wide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide 45-minute release period for
general education teacher to participate in
the COST Team.

2018-19 Actions/Services

Pay a stipend or provide a release period
for a general education teacher to
participate on the Coordination of Services
Team (COST)

2019-20 Actions/Services

Pay a stipend or provide a release period
for a general education teacher to
participate on the Coordination of Services
Team (COST)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	2,500	1,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1100 Teachers Salaries Teacher Salaries for release period	1100 Teachers Salaries COST Stipend	1100 Teachers Salaries COST Stipend
Amount		2,500	2,500
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		5800 Other Services & Operating Expenses Substitutes	5800 Other Services & Operating Expenses Substitutes
Amount			9,000
Source			7910 LCFF Supplemental
Budget Reference			4300 Materials & Supplies Student assessment software

Amount			2,000
Source			7910 LCFF Supplemental
Budget Reference			5200 Travel & Conferences Conferences

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
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Provide increased tutoring support for students who are one grade level behind in math and English.

2018-19 Actions/Services

Provide tutoring support to students who are behind grade level in math during tutorial and after school, including providing a release period during tutorial for a math teacher to work with students in need of math intervention.

2019-20 Actions/Services

Provide tutoring support to students who are behind grade level in math during tutorial and after school, including providing a release period during tutorial for a math teacher to work with a targeted

group of students who are below grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	16,000	5,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1000 Certificated Salaries Tutoring Stipends	1100 Teachers Salaries Tutoring Stipends	1100 Teachers Salaries Tutoring Stipends
Amount			15,000
Source			7910 LCFF Supplemental
Budget Reference			1100 Teachers Salaries Release Periods (Salaries)
Amount			2,500
Source			7910 LCFF Supplemental
Budget Reference			3000 Employee Benefits Release Periods (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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Hire a .4 math teacher to provide math intervention support for students who are two or more grade levels behind.

2018-19 Actions/Services

Provide a release period for a math teacher (.2 FTE) to provide small group and individualized math interventions to students who are two or more grade levels behind and provide an advisory/tutorial release period for a math teacher to provide supports to 6th grade students who are behind grade level.

2019-20 Actions/Services

Restructure tier 3 math supports to better align with our full-inclusion model and research-backed intervention approaches

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	26,000	48,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1100 Teachers Salaries Math Teacher Salaries	1100 Teachers Salaries Math Teacher Salaries	1100 Teachers Salaries Math Teacher Salaries
Amount		5,000	12,000
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		3000 Employee Benefits Math Teacher Benefits	3000 Employee Benefits Math Teacher Benefits

Amount			9,000
Source			7910 LCFF Supplemental
Budget Reference			4200 Books & Other Reference Materials Math Curriculum

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Provide 2 pull-out days per year for each instructional team to develop curriculum and analyze assessment data, 3 pull-out days for teams that do not have a common prep period.

2018-19 Actions/Services

Provide 2 pull-out days per year for each instructional team to develop curriculum and analyze assessment data, 3 pull-out days for teams that do not have a common prep period.

2019-20 Actions/Services

Provide targeted release days for instructional team to develop curriculum and analyze assessment data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	9,500	7,500
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses Substitute teacher coverage	5800 Other Services & Operating Expenses Substitute teacher coverage	5800 Other Services & Operating Expenses Substitute teacher coverage

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Work with three teacher leadership teams -- the Instructional Leadership Team, The Professional Development Team, the School-wide Culture Leadership Team --

2018-19 Actions/Services

Work with two teacher leadership teams -(the Instructional Leadership Team and the School-wide Culture Leadership Team)-- to attend to instructional needs,

2019-20 Actions/Services

Work with two teacher leadership teams -(the Instructional Leadership Team and the School-wide Culture Leadership Team)-- to attend to instructional needs,

to attend to instructional needs, aligning instructional goals to professional development focus, strengthen school culture, and co-plan and facilitate professional development with the staff.

aligning instructional goals to professional development focus, strengthen school culture, and co-plan and facilitate professional development with the staff.

aligning instructional goals to professional development focus, strengthen school culture, and co--plan and facilitate professional development with the staff.

Send the Instructional Leadership Team to the Response to Intervention (Rtl) conference in order to support the strengthening of our Rtl program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,250	33,500	22,500
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1100 Teachers Salaries ILT, ILT PD, and SCLT Stipends	1100 Teachers Salaries ILT and SCLT Stipends	1100 Teachers Salaries ILT and SCLT Stipends

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Work with consultants to plan professional development for administration and teacher leadership teams in order to align our work with our school's mission.

2018-19 Actions/Services

Work with consultants to plan professional development for administration and teacher leadership teams in order to align our work with our school's mission.

2019-20 Actions/Services

Work with outside consultants to plan and facilitate professional development for administration and teacher leadership teams in order to align our work with the school's mission

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	10,000	15,500
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses PD Consultants for mission alignment	5800 Other Services & Operating Expenses PD Consultants for mission alignment	5800 Other Services & Operating Expenses PD Consultants for mission alignment

Action 8

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Increase opportunities for parent
engagement through:

- Community
programming/enrichment
activities
- Information sessions for parents

2018-19 Actions/Services

Increase opportunities for parent
engagement through:

- Community
programming/enrichment
activities
- Information sessions for parents

2019-20 Actions/Services

This goal has been consolidated with Goal
2: Action 2

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,479	12,500	0
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses School Culture Initiatives: Parent Events	5800 Other Services & Operating Expenses School Culture Initiatives: Parent Events	5800 Other Services & Operating Expenses School Culture Initiatives: Parent Events
Amount	2,000	4,000	0
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	4700 Food Food for parent events	4700 Food Food for parent events	4700 Food Food for parent events

Amount	2,500		
Source	0000 LCFF Base		
Budget Reference	2200 Classified Support Salaries Community programming stipend		

Action 9

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide once per trimester pull-out days for math and ELA intervention team in order to analyze student progress and program effectiveness, and to design curriculum and other interventions to support student progress.

2018-19 Actions/Services

Provide once per trimester pull-out days for math and ELA intervention team in order to analyze student progress and program effectiveness, and to design curriculum and other interventions to support student progress.

2019-20 Actions/Services

Provide once per trimester pull-out days for math and ELA intervention team in order to analyze student progress and program effectiveness, and to design curriculum and other interventions to support student progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	5,000	0
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses Substitutes	5800 Other Services & Operating Expenses Substitutes	5800 Other Services & Operating Expenses Substitutes

Action 10

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

Students to be Served:

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

Students with Disabilities

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Provide increased mental health support

2018-19 Actions/Services

Provide increased mental health support

2019-20 Actions/Services

Continue to provide mental health supports for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21,853	21,853	7,500
Source	6512 ERMHS (State & Federal)	6512 ERMHS (State & Federal)	4127 Title IV
Budget Reference	1200 Certificated Pupil Support Salaries Mental Health Counselor Salary	1200 Certificated Pupil Support Salaries Mental Health Counselor Salary	1200 Certificated Pupil Support Salaries Mental Health Counselor Salary
Amount			2,500
Source			4127 Title IV
Budget Reference			3000 Employee Benefits Mental Health Counselor Benefits
Amount			36,000
Source			6512 ERMHS (State & Federal)
Budget Reference			1200 Certificated Pupil Support Salaries Mental Health Counselor Salary

Action 11

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
	Pilot a new tier 2 intervention program using the Fountas & Pinnell Leveled Literacy Intervention program and the Reading Plus online literacy program in	Develop the LLI and Reading Plus curriculum for the strategic literacy classes and collect data to evaluate impact and effectiveness of program. Add 2 additional

	conjunction with consultation and professional development with a literacy consultant and representative from Fountas & Pinnell.	sections of Strategic Literacy and provide ongoing professional development to Strategic Literacy teachers.
--	--	---

Budgeted Expenditures

Amount		15,000	10,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4200 Books & Other Reference Materials Fountas & Pinnell Leveled Literacy Curriculum	4200 Books & Other Reference Materials ELA Curriculum
Amount		5,000	10,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4300 Materials & Supplies Educational Software	4300 Materials & Supplies Educational Software
Amount		5,000	5,000
Source		0000 LCFF Base	4035 Title II
Budget Reference		5800 Other Services & Operating Expenses Professional Development	5800 Other Services & Operating Expenses Professional Development

Action 12

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

	New Action	Modified Action
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	Send math department to the Eureka math curriculum professional development training.	Provide professional development to the math department on the current curriculum.
--	---	--

Budgeted Expenditures

Amount		4,000	5,000
Source		0000 LCFF Base	4035 Title II
Budget Reference		5800 Other Services & Operating Expenses Professional Development	5800 Other Services & Operating Expenses Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Increase student intellectual engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Instructional Rounds Data from the 2015-16 school year was focused on analyzing student engagement in our school. The observation data collected by staff included the following themes:

- Students who have high GPAs are not necessarily engaged or more engaged than students with lower GPAs. While students with high GPAs may have strong student skills and may be compliant when asked to complete certain tasks, we observed behaviors such as reading books not related to instruction during class.
- Students who had lower GPAs seemed to have a lower level of confidence and were looking for validation more frequently than their peers with high GPAs. They would look for this validation in on-task and off-task ways from both their teachers and peers.
- As a staff we seem to be consistently affirming and validating students in our work with them, however, it is less clear whether we are providing sufficient opportunities for them to process content and deepen their learning (according to our culturally responsive practices framework, there are four major culturally responsive practices that teachers should incorporate into their practice: affirming students, validating students and providing opportunities to process content and to deepen their learning).

In addition, we did a focus group survey with the focal students from our instructional rounds. Of the 19 students who responded to the survey, 32% of students said that they felt challenged by their schoolwork most or all of the time, but 42% of students said that they rarely or never feel challenged by their school work.

As a result of our learnings from the instructional rounds data, we identified “Providing Student Feedback” as an area of growth and focus for the 2016- 17 school year. The theory of action underlying this action is that if we provide more meaningful and direct feedback to students about their academic skill development and content knowledge, students will feel more affirmed and validated, and will be better supported to process content and deepen their learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey Data	62% of students expressed that they feel challenged/engaged by their schoolwork.	67% of students expressed that they feel challenged/engaged by their schoolwork.	Establish new baseline data with the Panorama Student Survey.	N/A
Panorama Student Survey Data	32% of students surveyed responded that they are eager to participate in their classes and 30% of students expressed that they are interested in their classes. 15% of students expressed feeling excited about going to their classes.	N/A	Establish new baseline data with the Panorama Student Survey.	35% of students surveyed respond that they are eager to participate in their classes and 33% of students express that they are interested in their classes. 18% of students expressed feeling excited about going to their classes.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Professional Development:
Continue to deepen professional development in the area of culturally responsive practices.

Engage in instructional rounds to learn more about staff's effectiveness around engaging students, and to identify further direction for professional development.

Deepen our practice of peer coaching to increase teacher supports and systems for feedback around implementation of culturally responsive practices and student engagement.

2018-19 Actions/Services

Professional Development:
Continue to deepen professional development in the area of culturally responsive practices.

Engage in instructional rounds to learn more about staff's effectiveness around engaging students, and to identify further direction for professional development.

Deepen our practice of peer coaching to increase teacher supports and systems for feedback around implementation of culturally responsive practices and student engagement.

2019-20 Actions/Services

Professional Development:
Continue to deepen professional development in the area of culturally responsive practices.

Engage in instructional rounds to learn more about staff's effectiveness around engaging students, and to identify further direction for professional development.

Deepen our practice of peer coaching to increase teacher supports and systems for feedback around implementation of culturally responsive practices and student engagement.

Continue to work with restorative practices consultant to deepen practice around implementation of community circles and other restorative practices that increase student safety and voice in the classroom.

Continue to work with restorative practices consultant to deepen practice around implementation of community circles and other restorative practices that increase student safety and voice in the classroom.

Continue to work with restorative practices consultant to deepen practice around implementation of community circles and other restorative practices that increase student safety and voice in the classroom.

Provide professional development for the science department to support alignment with the NGSS standards.

Professional development and coaching for the instructional coach around developing an effective coaching practice.

Professional development for the history and humanities team with Facing History and Ourselves.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	8,000	8,000
Source	0000 LCFF Base	4035 Title II	0000 LCFF Base
Budget Reference	5800 Other Services & Operating Expenses PD: Culturally responsive practices	5800 Other Services & Operating Expenses PD: Culturally responsive practices	PD: Culturally responsive practices
Amount	2,000	2,000	2,500
Source	0000 LCFF Base	0000 LCFF Base	4035 Title II
Budget Reference	5200 Travel & Conferences PD: Culturally responsive practices	5200 Travel & Conferences PD: Culturally responsive practices	5200 Travel & Conferences PD: Culturally responsive practices

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

Specific Student Groups: Economically Disadvantaged Students, African American, English Learner, Hispanic/Latino, Asian,
[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Expand Family and Community Coordinator position which will allow for dedicated time to improve family programming in order to provide community building opportunities for families and multiple entry points for parents and families to be more involved in the school community, which in turn, according to research may have a positive impact on students' engagement at school.

2018-19 Actions/Services

Expand Family and Community Coordinator position which will allow for dedicated time to improve family programming in order to provide community building opportunities for families and multiple entry points for parents and families to be more involved in the school community, which in turn, according to research may have a positive impact on students' engagement at school.

2019-20 Actions/Services

Offer opportunities for parent engagement by putting on multiple parent/guardian education workshops and/or enrichment activities about a variety of topics relevant to parenting middle school-aged youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,500	2,500	2,500
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	2200 Classified Support Salaries Family & Community Coordinator stipend	2200 Classified Support Salaries Family & Community Coordinator stipend	4700 Food Food for parent workshops
Amount			4,000
Source			0000 LCFF Base
Budget Reference			5800 Other Services & Operating Expenses Parent workshop & activities

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)

Students with Disabilities
Specific Student Groups: African American, English Learner
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide increased tutoring support for struggling students.	Provide increased tutoring support for struggling students.	Provide a release period during tutorial for 2 teachers to coordinate/teach the English honors and Bridge to Algebra seminars and to coordinate a peer tutoring program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,960	22,000	24,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1100 Teachers Salaries Tutoring stipends	2100 Classified Instructional Aide Salaries Instructional Aides Salaries	1100 Teachers Salaries Release period salaries
Amount		5,500	4,800
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		3000 Employee Benefits Instructional Aides Benefits	3000 Employee Benefits Release period benefits
Amount			23,000
Source			7910 LCFF Supplemental
Budget Reference			2100 Classified Instructional Aide Salaries Instructional Aides Salaries
Amount			5,750
Source			7910 LCFF Supplemental
Budget Reference			3000 Employee Benefits Instructional Aides 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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Unchanged Action

2017-18 Actions/Services

Implement student surveys at the end of every trimester, analyze the survey data and make changes accordingly.

2018-19 Actions/Services

Implement annual student survey created by the Panorama Education Company.

2019-20 Actions/Services

Implement annual student survey created by the Panorama Education Company.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	2,500	1,750
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5300 Dues & Memberships N/A	5300 Dues & Memberships Panorama Surveys	5300 Dues & Memberships Panorama Surveys

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Work with teacher leader to develop and implement the professional development practice of Lesson Study.

2018-19 Actions/Services

Work with teacher leader to develop and implement the professional development practice of Lesson Study.

2019-20 Actions/Services

Work with instructional coach to develop and implement Lesson Study, Peer coaching, and/or Instructional Rounds.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,430	60,000	40,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	1100 Teachers Salaries Instructional coach & teacher leader	1900 Certificated Other Salaries Instructional Coach Salary	1900 Certificated Other Salaries Instructional Coach Salary

Amount		15,000	10,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		3000 Employee Benefits Instructional Coach Benefits	3000 Employee Benefits Instructional Coach Benefits

Action 6

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

	New Action	Modified Action
	Adopt a new teacher development rubric and strengthen our system of teacher observation and feedback in order to support continued improvement in the classroom.	Implement the teacher development rubric and strengthen system of observation and feedback.

Budgeted Expenditures

Amount		112,000	105,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference		1300 Certificated Supervisor & Administrator Salaries Principal Salaries	1300 Certificated Supervisor & Administrator Salaries Principal Salaries
Amount		26,000	26,250
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		3000 Employee Benefits Principal Benefits	3000 Employee Benefits Principal Benefits

Action 7

All
Specific Student Groups: African American,

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Offer an advisory tutorial tailored for girls (girl's group) and an advisory/tutorial tailored for boys (boy's group) in order to offer social emotional support that is targeted for the unique needs of girls and boys in middle school.	Offer specific tutorial sections that are tailored to support the intellectual and social-emotional needs of students, which may include a boys/girls group, music program tutorial, advanced math tutorial, and a math intervention tutorial.

Budgeted Expenditures

Amount		31,000	3,000
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		2200 Classified Support Salaries Restorative Justice Coordinator Salary	1100 Teachers Salaries Teacher Stipends
Amount		11,000	50,000
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		3000 Employee Benefits Restorative Justice Coordinator Benefits	1100 Teachers Salaries Teacher Salaries

Amount			12,400
Source			7910 LCFF Supplemental
Budget Reference			1200 Certificated Pupil Support Salaries Counselor Salaries
Amount			3,000
Source			7910 LCFF Supplemental
Budget Reference			5800 Other Services & Operating Expenses PD & Consultants
Amount			16,350
Source			7910 LCFF Supplemental
Budget Reference			3000 Employee Benefits Teacher & Counselor Benefits

Action 8

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

		New Action
		Provide incentives and rewards for academic achievement and strong or improved attendance, including, but not limited to: achievement certificates, pizza/dessert parties, dances, field trips, prizes.

Budgeted Expenditures

Amount			2,000
Source			0000 LCFF Base
Budget Reference			5800 Other Services & Operating Expenses Achievement Events
Amount			2,500
Source			0000 LCFF Base
Budget Reference			4700 Food Food for Achievement Events

Action 9

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

		New Action
		Take each grade level on at least one field trip per year.

Budgeted Expenditures

Amount			28,325
Source			0000 LCFF Base
Budget Reference			5800 Other Services & Operating Expenses Field Trip Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Students feel physically and emotionally safe on campus.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

It is important to us that students feel emotionally and physically safe at school because research shows that students who are concerned about their physical and emotional safety do not learn as well as students who feel safe.

Our baseline data, reported in the 2017-18 nLCAP was that 73% of students reported feeling safe at school in our school culture survey.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey Data (Site Based)	73% of our students reported feeling safe or very safe at school	Increase of 3% of students reporting feeling safe or very safe at school.	Establish new baseline data using a research based school culture survey through the Panorama Education Company.	N/A
Panorama Student Survey Data	47% of students surveyed responded	N/A	Establish new baseline data using a research	50% of students surveyed responded

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>that the energy of the school is positive.</p> <p>43% of students surveyed responded that they feel like they belong at the school.</p> <p>20% of students responded favorably that the behavior of their peers helps their learning.</p> <p>23% of students surveyed expressed feeling connected to the adults at their school.</p> <p>32% of students surveyed responded feeling that they matter to others at their school.</p> <p>33% of students expressed feeling respected by other students in the school.</p>		<p>based school culture survey through the Panorama Education Company.</p>	<p>that the energy of the school is positive.</p> <p>46% of students surveyed responded that they feel like they belong at the school.</p> <p>23% of students responded favorably that the behavior of their peers helps their learning.</p> <p>26% of students surveyed expressed feeling connected to the adults at their school.</p> <p>35% of students surveyed responded feeling that they matter to others at their school.</p> <p>36% of students expressed feeling respected by other students in the school.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Create student focus groups and student surveys and develop a plan for feedback and discussion around student safety and support.

2018-19 Actions/Services

Work with School-wide Culture Leadership Team to clarify expectations and continue to refine our behavioral incentives and disciplinary practices.

2019-20 Actions/Services

Conduct student focus groups and implement student survey to track impact of school culture initiatives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		4,000	1,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference	N/A	4300 Materials & Supplies Student incentives	4700 Food Food for focus groups

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)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Continue to provide professional development for Middle School Director, Dean of Student Culture, and Youth advisor around implementation of restorative practices.

2018-19 Actions/Services

Continue to provide professional development for Middle School Director, Dean of Student Culture, and Youth advisor around implementation of restorative practices

2019-20 Actions/Services

Continued professional development and coaching for the restorative justice team with a focus on supporting the restorative justice team to lead and facilitate professional development for the staff around implementation of proactive and responsive restorative practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53,741	55,000	56,000
Source	3010 Title I	3010 Title I	3010 Title I
Budget Reference	2200 Classified Support Salaries Dean of Student Culture Salary	2200 Classified Support Salaries Dean of Student Culture Salary	2200 Classified Support Salaries Dean of Student Culture Salary

Amount		13,000	14,000
Source		3010 Title I	3010 Title I
Budget Reference		3000 Employee Benefits Dean of Student Culture Benefits	3000 Employee Benefits Dean of Student Culture Benefits
Amount		13,500	74,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		2200 Classified Support Salaries Youth Advisor Salary	2200 Classified Support Salaries Restorative Justice Coordinator Salaries
Amount		9,000	18,500
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		3000 Employee Benefits Youth Advisor Benefits	3000 Employee Benefits Restorative Justice Coordinator 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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

New Action

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

Modified Action

2017-18 Actions/Services

Professional Development for all staff around behavior management.

2018-19 Actions/Services

Professional Development for all staff around behavior management.

2019-20 Actions/Services

Work with PBIS consultant to support re-vamping of school's PBIS program. Continue to send staff members to the restorative practices trainings and to work with restorative practices consultant to support implementation of restorative practices across the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	2,000	2,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5200 Travel & Conferences N/A	5200 Travel & Conferences Behavior management PD	5800 Other Services & Operating Expenses PBIS Consultant

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
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Schoolwide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Expand WEB Leader program:

- Train one additional teacher in WEB approach
- Continued training for the two existing WEB teacher leaders
- Hold at least one major WEB event per trimester

2018-19 Actions/Services

Continue to provide professional development for Dealing of Student Culture around the implementation of the WEB program.

2019-20 Actions/Services

Provide professional development for Student Activities Coordinator to support expansion of our student activities and WEB program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	1,000	3,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	5200 Travel & Conferences WEB Program PD	5200 Travel & Conferences WEB Program PD	5200 Travel & Conferences WEB Program PD

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

More training for Dean of school culture, youth advisors, and middle school Director around restorative practices. Form SCLT Subcommittee to develop advisory curriculum and assembly program

2018-19 Actions/Services

Purchase the Character Strong curriculum for the student leadership and explore possibility of adopting a curriculum for our advisory program.

2019-20 Actions/Services

Purchase Character Strong social-emotional learning curriculum and implement in our advisory classes. Establish a peer conflict mediation program as part of the leadership class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	6,000	1,500
Source	0000 LCFF Base	6300 Lottery	0000 LCFF Base
Budget Reference	5200 Travel & Conferences PD on restorative practices	4200 Books & Other Reference Materials Character Strong Curriculum	4200 Books & Other Reference Materials Character Strong Curriculum
Amount	7,000		
Source	0000 LCFF Base		
Budget Reference	1100 Teachers Salaries SCLT Stipends		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

Support the continuous progress toward reclassification for English learner students at all levels of English proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Research shows that many students are classified as long-term English Language learners, and that these students often do not become reclassified as English proficient before they graduate from high school.

In 2014-15 65% of our ELL students were US-born, but only 39% of our reclassifications were of US-born students. 35% of our ELLs were foreign-born, but 61% of our reclassifications were of foreign-born students. We set a goal for 2015-16 that we would have a reclassification rate of 20% for students who have been at CELDT level 4 or 5 for three or more years, and that we would reduce disproportionality of reclassifications between US-born and foreign-born ELLs by 5%

In the 2015-16 school year we reclassified 77% of our EL students. 79% of those reclassified were of US-born students, and 67% were of foreign born students.

a) Reclassification 77% of EL students

b) Reclassification:

a. US born: 79%

b. Foreign born: 67%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Scores & English learner re-designation Data	<p>2016-2017 Student CELDT Scores by grade level:</p> <p>6 th grade students, Class of 2018: CELDT score of 1: 0 CELDT score of 2: 1 CELDT score of 3: 8 CELDT score of 4: 13 CELDT score of 5: 0</p> <p>7 th grade students, Class of 2018: CELDT score of 1: 0 CELDT score of 2: 1 CELDT score of 3: 2 CELDT score of 4: 2 CELDT score of 5: 3</p> <p>8 th grade students, Class of 2017: CELDT score of 1: 0 CELDT score of 2: 0 CELDT score of 3: 0 CELDT score of 4: 2 CELDT score of 5: 0</p> <p>At the start of the 2015-16 school year, we had 32 EL students across all grades. This Spring 27 of our 32 students met the</p>	All students' overall CELDT scores improve by 5-10%.	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>criteria for reclassification. The two 8 th grade students who are EL were both redesignated this year, thus we met our goal of redesignating students who came to us in 6th grade with a score of 4-5.</p> <p>All students who entered the Academy at a CELDT level of 4 or 5 were reclassified by the Spring of their 8th grade year.</p>			
ELPAC Scores English Learner Ee-Designation Data	<p>We are still awaiting results from the 2018 administration of the ELPAC summative assessment, thus, the following data is anticipated reclassification data and will be finalized upon receipt of the ELPAC score report.</p> <p>We reclassified 7 of 9 8th grade students. All of the 8th grade students who entered at a CELDT level 4 or 5 will be reclassified. The two</p>	N/A	<p>Redesignate all students who entered the Academy at a CELDT level 4 or 5 or at an ELPAC level of 3 or 4 by the time they graduate 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC level 1 in 6th grade to reach level 2 by the time they reach 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC</p>	<p>Redesignate all students who entered the Academy at an ELPAC level of 3 or 4 by the time they graduate 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC level 1 in 6th grade to reach level 2 by the time they reach 8th grade.</p> <p>Support the growth of students who enter the Academy at an ELPAC level 2 or 3 to reach a</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>8th grade students who were not reclassified were not at a CELDT level 4 or 5 upon entering the school.</p> <p>Overall, we anticipate that we will be reclassifying 18 of 49 (39%) EL students.</p>		level 2 or 3 to reach a level 3 or 4 by the time they graduate 8th grade.	level 3 or 4 by the time they graduate 8th grade.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Continue to support professional development of staff member who serves as the CELDT Test Coordinator to ensure compliance with state standards through effective

2018-19 Actions/Services

Support professional development of the Assistant Principal who serves as the ELPAC Test Coordinator and the English Learner Student Coordinator to ensure compliance with state standards through effective professional development.

2019-20 Actions/Services

Support professional development of the Assistant Principal who serves as the ELPAC Test Coordinator and the English Learner Student Coordinator to ensure compliance with state standards through effective professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,500	16,000	18,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	1100 Teachers Salaries CELDT Coordinator Stipend	1300 Certificated Supervisor & Administrator Salaries AP ELPAC Coordinator Salary & Stipend	1300 Certificated Supervisor & Administrator Salaries AP ELPAC Coordinator Salary
Amount			4,500
Source			7910 LCFF Supplemental
Budget Reference			3000 Employee Benefits AP ELPAC Coordinator Benefits
Amount			3,500
Source			7910 LCFF Supplemental
Budget Reference			5200 Travel & Conferences EL Professional Development

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

2017-18 Actions/Services

Provide professional development support to teachers around best practices in teaching EL students

2018-19 Actions/Services

Pay a stipend to a teacher to serve as the English Learner Student Coordinator.

2019-20 Actions/Services

Provide a teacher with a release period to serve as the English Learner Student Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,500	2,000	7,800
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	5800 Other Services & Operating Expenses PD for EL students in the classroom	1100 Teachers Salaries EL Student Coordinator Stipend	1100 Teachers Salaries EL Student Coordinator release period (salary)

Amount			1,800
Source			7910 LCFF Supplemental
Budget Reference			3000 Employee Benefits EL Student Coordinator release period (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
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue to celebrate students and families when they achieve the milestone of being re-designated.

2018-19 Actions/Services

Continue to celebrate students and families when they achieve the milestone of being re-designated.

2019-20 Actions/Services

Continue to celebrate students and families when they achieve the milestone of being re-designated.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	1,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	4700 Food Food for family celebrations	4700 Food Food for family celebrations	4700 Food Food for family celebrations

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide increased translation services to improve communication with families of EL students

2018-19 Actions/Services

Provide increased translation services to improve communication with families of EL students

2019-20 Actions/Services

Provide increased translation services to improve communication with families of EL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,575	1,000	1,000
Source	7910 LCFF Supplemental	7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference	5800 Other Services & Operating Expenses Translators	5800 Other Services & Operating Expenses Translators	5800 Other Services & Operating Expenses Translators
Amount		1,500	2,000
Source		7910 LCFF Supplemental	7910 LCFF Supplemental
Budget Reference		5300 Dues & Memberships ParentSquare subscription	5300 Dues & Memberships ParentSquare subscription

Action 5

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

English Learners [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

		New Action
		Continue to pilot a phonemic awareness small group instruction program for EL students. This will include training and professional development for teachers and instructional aides to implement the program. Provide ongoing professional development and coaching for teachers to incorporate research-based strategies to support the learning of EL students in tier 1 classes.

Budgeted Expenditures

Amount			5,000
Source			7910 LCFF Supplemental
Budget Reference			4200 Books & Other Reference Materials Phonemic awareness curriculum
Amount			1,000
Source			7910 LCFF Supplemental
Budget Reference			5800 Other Services & Operating Expenses PD: Phonemic awareness

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$353,335

Percentage to Increase or Improve Services

9.33%

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

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

The Academy of Alameda's focus on equitable results impacts all aspects of our program - particularly those elements associated with accelerating the academic and social emotional outcomes of students below grade level. The majority of students in our intervention classes/programs have high needs related to their family income, level of English proficiency, and/or other factors. In addition to continually developing our Tier 1 program for all students, we target students who are underperforming academically and or social emotionally based on multiple data measures, diagnose the reason for their specific challenges and design a comprehensive intervention program - particularly in reading and math designed to accelerate their growth. The main actions we have taken over the past two years - especially this year is to add more sections of reading intervention so that we can provide even more targeted, specialized support. We are doing that to some extent in math but for the 2019/20 school year, we have added a 2nd section of intervention and will provide more specialized instruction during our tutorial periods. We also serve high needs in terms of their social emotional development through our restorative practices that occur proactively through our efforts to connect students to each other and the school by increasing the number of activities (such as clubs, sports, plays, and after-school program) that we offer and through restorative classroom strategies including circles. We have two full time restorative coordinators who also provide both proactive and responsive strategies throughout the day.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$277,027

7.61%

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).

We will be targeting our tutoring services for low-income students, and providing increased training and professional development to our English Learner Student Coordinator to support the coordinator to effectively deliver services to EL students. In addition, we are subscribing to Parent Square, a new family communication platform, that will enable us to communicate with the families of English Learners in their home language.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$258,802

7.48%

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).

We hired a teacher to serve as the EL coordinator for a portion of his teaching assignment (.2 FTE). In this capacity, he attended training around how to implement the new ELPAC test and to convene our ELAC committee and support our EL students and coordinate ELPAC testing.

We also hired a literacy specialist to consult with us around strengthening our reading intervention program. In collaboration with this consultant, we had our reading intervention teachers participate in 3 full-day pull out sessions to analyze data and to inform programmatic decision making. We also provided 2 pull out days for math intervention teachers to analyze data and to inform programmatic decision making. The vast majority of the students who receive reading and math intervention belong to one or more of the following categories: Student with disability, low-income, English Learner, African American, Hispanic.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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.
- **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.
- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	614,853.00	677,979.00	341,288.00	614,853.00	860,725.00	1,816,866.00
0000 LCFF Base	334,500.00	398,026.00	174,909.00	334,500.00	415,825.00	925,234.00
3010 Title I	68,000.00	64,770.00	53,741.00	68,000.00	70,000.00	191,741.00
4035 Title II	8,000.00	8,500.00	0.00	8,000.00	12,500.00	20,500.00
4127 Title IV	0.00	10,000.00	0.00	0.00	10,000.00	10,000.00
6300 Lottery	6,000.00	999.00	0.00	6,000.00	0.00	6,000.00
6512 ERMHS (State & Federal)	21,853.00	17,569.00	21,853.00	21,853.00	36,000.00	79,706.00
7910 LCFF Supplemental	176,500.00	178,115.00	90,785.00	176,500.00	316,400.00	583,685.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	614,853.00	677,979.00	341,288.00	614,853.00	860,725.00	1,816,866.00
	0.00	0.00	0.00	0.00	8,000.00	8,000.00
1000 Certificated Salaries	0.00	0.00	25,000.00	0.00	0.00	25,000.00
1100 Teachers Salaries	80,000.00	69,717.00	139,140.00	80,000.00	176,300.00	395,440.00
1200 Certificated Pupil Support Salaries	21,853.00	24,569.00	21,853.00	21,853.00	55,900.00	99,606.00
1300 Certificated Supervisor & Administrator Salaries	128,000.00	128,133.00	0.00	128,000.00	123,000.00	251,000.00
1900 Certificated Other Salaries	60,000.00	72,843.00	0.00	60,000.00	66,000.00	126,000.00
2100 Classified Instructional Aide Salaries	22,000.00	15,330.00	0.00	22,000.00	23,000.00	45,000.00
2200 Classified Support Salaries	102,000.00	119,780.00	58,741.00	102,000.00	130,000.00	290,741.00
2300 Classified Supervisor & Administrator Salaries	0.00	3,000.00	0.00	0.00	0.00	0.00
3000 Employee Benefits	84,500.00	99,191.00	0.00	84,500.00	125,450.00	209,950.00
4200 Books & Other Reference Materials	21,000.00	22,508.00	0.00	21,000.00	25,500.00	46,500.00
4300 Materials & Supplies	9,000.00	19,569.00	0.00	9,000.00	19,000.00	28,000.00
4700 Food	5,000.00	3,102.00	3,000.00	5,000.00	7,000.00	15,000.00
5200 Travel & Conferences	10,000.00	6,435.00	10,000.00	10,000.00	16,000.00	36,000.00
5300 Dues & Memberships	4,000.00	3,015.00	0.00	4,000.00	3,750.00	7,750.00
5800 Other Services & Operating Expenses	67,500.00	90,787.00	83,554.00	67,500.00	81,825.00	232,879.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	614,853.00	677,979.00	341,288.00	614,853.00	860,725.00	1,816,866.00
	0000 LCFF Base	0.00	0.00	0.00	0.00	8,000.00	8,000.00
1000 Certificated Salaries	0000 LCFF Base	0.00	0.00	22,000.00	0.00	0.00	22,000.00
1000 Certificated Salaries	7910 LCFF Supplemental	0.00	0.00	3,000.00	0.00	0.00	3,000.00
1100 Teachers Salaries	0000 LCFF Base	0.00	0.00	57,430.00	0.00	0.00	57,430.00
1100 Teachers Salaries	7910 LCFF Supplemental	80,000.00	69,717.00	81,710.00	80,000.00	176,300.00	338,010.00
1200 Certificated Pupil Support Salaries	4127 Title IV	0.00	7,000.00	0.00	0.00	7,500.00	7,500.00
1200 Certificated Pupil Support Salaries	6512 ERMHS (State & Federal)	21,853.00	17,569.00	21,853.00	21,853.00	36,000.00	79,706.00
1200 Certificated Pupil Support Salaries	7910 LCFF Supplemental	0.00	0.00	0.00	0.00	12,400.00	12,400.00
1300 Certificated Supervisor & Administrator Salaries	0000 LCFF Base	112,000.00	112,000.00	0.00	112,000.00	105,000.00	217,000.00
1300 Certificated Supervisor & Administrator Salaries	7910 LCFF Supplemental	16,000.00	16,133.00	0.00	16,000.00	18,000.00	34,000.00
1900 Certificated Other Salaries	0000 LCFF Base	60,000.00	72,843.00	0.00	60,000.00	66,000.00	126,000.00
2100 Classified Instructional Aide Salaries	7910 LCFF Supplemental	22,000.00	15,330.00	0.00	22,000.00	23,000.00	45,000.00
2200 Classified Support Salaries	0000 LCFF Base	16,000.00	34,520.00	5,000.00	16,000.00	74,000.00	95,000.00
2200 Classified Support Salaries	3010 Title I	55,000.00	51,460.00	53,741.00	55,000.00	56,000.00	164,741.00
2200 Classified Support Salaries	7910 LCFF Supplemental	31,000.00	33,800.00	0.00	31,000.00	0.00	31,000.00
2300 Classified Supervisor & Administrator Salaries	4127 Title IV	0.00	3,000.00	0.00	0.00	0.00	0.00
3000 Employee Benefits	0000 LCFF Base	50,000.00	60,987.00	0.00	50,000.00	61,250.00	111,250.00
3000 Employee Benefits	3010 Title I	13,000.00	13,310.00	0.00	13,000.00	14,000.00	27,000.00
3000 Employee Benefits	4127 Title IV	0.00	0.00	0.00	0.00	2,500.00	2,500.00
3000 Employee Benefits	7910 LCFF Supplemental	21,500.00	24,894.00	0.00	21,500.00	47,700.00	69,200.00
4200 Books & Other Reference Materials	0000 LCFF Base	15,000.00	21,509.00	0.00	15,000.00	11,500.00	26,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4200 Books & Other Reference Materials	6300 Lottery	6,000.00	999.00	0.00	6,000.00	0.00	6,000.00
4200 Books & Other Reference Materials	7910 LCFF Supplemental	0.00	0.00	0.00	0.00	14,000.00	14,000.00
4300 Materials & Supplies	0000 LCFF Base	9,000.00	10,233.00	0.00	9,000.00	10,000.00	19,000.00
4300 Materials & Supplies	7910 LCFF Supplemental	0.00	9,336.00	0.00	0.00	9,000.00	9,000.00
4700 Food	0000 LCFF Base	4,000.00	3,102.00	2,000.00	4,000.00	6,000.00	12,000.00
4700 Food	7910 LCFF Supplemental	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5200 Travel & Conferences	0000 LCFF Base	10,000.00	5,234.00	10,000.00	10,000.00	8,000.00	28,000.00
5200 Travel & Conferences	4035 Title II	0.00	0.00	0.00	0.00	2,500.00	2,500.00
5200 Travel & Conferences	7910 LCFF Supplemental	0.00	1,201.00	0.00	0.00	5,500.00	5,500.00
5300 Dues & Memberships	0000 LCFF Base	2,500.00	201.00	0.00	2,500.00	1,750.00	4,250.00
5300 Dues & Memberships	7910 LCFF Supplemental	1,500.00	2,814.00	0.00	1,500.00	2,000.00	3,500.00
5800 Other Services & Operating Expenses	0000 LCFF Base	56,000.00	77,397.00	78,479.00	56,000.00	64,325.00	198,804.00
5800 Other Services & Operating Expenses	4035 Title II	8,000.00	8,500.00	0.00	8,000.00	10,000.00	18,000.00
5800 Other Services & Operating Expenses	7910 LCFF Supplemental	3,500.00	4,890.00	5,075.00	3,500.00	7,500.00	16,075.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	192,353.00	244,173.00	193,082.00	192,353.00	270,000.00	655,435.00
Goal 2	297,500.00	282,243.00	71,890.00	297,500.00	375,125.00	744,515.00
Goal 3	103,500.00	116,807.00	68,741.00	103,500.00	170,000.00	342,241.00
Goal 4	21,500.00	34,756.00	7,575.00	21,500.00	45,600.00	74,675.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

The Academy of Alameda Middle School

CDS Code:

01611190122085

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Academy's Mission is to equitably develop students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities. Our vision is that our students' successes are not determined by their demographics. With this in mind, The Academy of Alameda has built a multi-year strategic plan with 4)four main goals: 1) Increase equitable academic outcomes among all demographic groups so that students will be on track to be academically prepared to enter a four-year university; 2) Increase student intellectual engagement; 3) Students feel physically and emotionally safe on campus; 4) Support the continuous progress toward reclassification for EL students at all levels of English proficiency.

We believe that in order to achieve these goals we need to invest considerable effort into addressing the achievement gap that persists in our school and across the nation. In the 2019-20 school year we will do this by continuing to build from the success we experienced as a result of actions taken to redesign our reading intervention program. We will add two more sections of reading intervention and cap class sizes at 10 students rather than 12 students. In addition, we will incorporate instruction around phonemic awareness to fill in gaps. We will also be building upon the work of the Restorative Justice Team by providing additional professional development to support them to lead professional development around restorative practices for our staff in an effort to continue to shift inequitable practices that lead to exclusionary discipline practices and that add to disparities in discipline for students who are African American, Latinx, socioeconomically disadvantaged, and/or students who have disabilities. In addition, in order to ensure that we are building a strong school culture with a focus on academics as well as community, we will also be working to revamp our PBIS system so that teachers and staff can be more consistent in consistency across the school in expectations, routines, and procedures.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LEA will align its use of federal funds by:

- *Continuing to invest in professional development and resource allocation to build and strengthen our restorative justice program and implementation of restorative practices.
- *Continuing to build upon the redesigned reading intervention program
- *Redesigning its math intervention program to better serve students who are behind grade level
- *Strengthening its PBIS System
- *Adopting and implementing a social emotional learning curriculum in its advisory program
- *Offering additional reading supports to EL students who are more than 1 grade level behind in reading level
- *Offering continued professional development and resources for staff in the areas of EL support, Rtl, Reading instruction and intervention, math instruction and intervention, Behavior Management, Depth of Knowledge

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA will encourage all families to complete a Free and Reduced Lunch form and will review these forms to select school attendance areas. In addition, the LEA reviews outstanding school lunch balances and reaches out to families with high outstanding balances to encourage them to complete a Free and Reduced Lunch form. In addition, the LEA has designated the school counselor to serve as the school liaison for the McKinney Vento Act and ensures that the school implements the duties required by law. In addition, the LEA's COST Team reviews attendance on a weekly basis and determines interventions for students with trancies and who have other needs related to poverty.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is a single school site, and only allocates resources to one school site. With that being said, the LEA makes every effort to attract and retrain a highly qualified staff; this includes hiring teachers who are credentialed to teach in their credentialed subject areas as much as possible. In the event that a teacher is hired without a credential in their subject area, the LEA takes steps necessary to obtain temporary credentials (STP or PIP) from the state and to obtain authorization from the Board of Directors based on established criteria. Teachers who are not credentialed are expected to enroll in a credential program or leave the organization before they enter their third year with the organization. The Director of Human Resources tightly monitors credentialing in order to ensure compliance with State law and credentialing requirements.

The LEA also has an instructional coach who provides systematic observation and feedback (mandatory coaching) to all teachers new to the organization for their first two years, and on a voluntary basis after their first two years. The LEA also has a mentor teacher program to support new teachers in acclimating to the profession and organization. The LEA has a Framework for Effective Teaching that it uses to evaluate teachers and support their development.

In addition, the staff regularly engages in review of school-wide data to inform instructional decisions and resource allocation.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA believes that at the heart of our work with students and families are the relationships we build. We recognize that not all families have been welcomed into their child's school community, and that in many schools parent involvement has been narrowly defined. The Academy of Alameda is committed to redefining what family involvement looks like so that families feel: That they are welcome when they step foot on campus, That they and their children are known, That the relationships they build with staff and each other are meaningful, That their ideas and input are valued and respected, That there are many different opportunities and many ways to be involved - both in the home and at school.

There are a variety of ways we engage families that include:

- *Parent Education Workshops
- *Volunteer opportunities
- *PTA (The AoA Family Alliance)
- *Invitations to Student performances and exhibitions
- *ELAC Committee Meetings
- *Parent Advisory Committees
- *Parent Focus Groups
- *Parent and Family Enrichment Activities
- *Use of Parent Square Communication Platform
- *SST and IEP meetings
- *Phone and email communication to express praise and concerns
- *Use of translation services through Interpreters Unlimited

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

While we are a single-site charter, the LEA believes that parent and student access to information about high school, college, and career is an important equity issue. To support students' transition, the LEA takes the following actions:

- *Student and parent/guardian information sessions to review high school graduation and college entrance requirements and tips for success in high school
- *Support in completing high school course sign-ups
- *Communication with staff at local high schools to facilitate the transition for students who are at high risk of failing or dropping out
- *Advisory lessons about habits and mindsets that support success in high school and beyond

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has a variety of leadership teams that teachers are encouraged to serve on in 2-year cycles. These leadership teams include the Instructional Leadership Team (ILT) and the School-wide Culture Leadership Team (SCLT).

The ILT serves as a think tank to drive instructional decisions. ILT leads also facilitate collaboration among their grade level colleagues who teach the same subject area. The school's expectation is that teachers who teach the same subject and grade level should align their curriculum and pacing through intensive collaboration in order to ensure that students are having consistent learning experiences and skill-development and content knowledge when they move onto the next grade level. The ILT also functions as a professional learning community where the team engages in data-based cycles of inquiry and data-informed decision making, and provides critical feedback to each department around curriculum and student work product. The SCLT serves as a think tank and decision-making body around issues related to school culture. The SCLT leads also facilitate grade level collaboration.

In order to support effective leadership development in teachers serving on the ILT and SCLT, teacher and staff leaders participate in professional development that has included:

- *Facilitation skills & Agenda Design
- *Data-based inquiry for equity
- *Restorative Practices/Justice
- *Designing formative Assessments & Giving Meaningful Feedback

The LEA also offers all staff the opportunity to participate in the Social Justice Learning Group (SJLG), a voluntary leadership team that focuses on social justice themes pertinent to serving our constituents well. The SJLG determines the LEA's annual equity focus that all teachers and staff are required to participate in, and engages in its own learning and social justice leadership development. Members of the SJLG collaborate to plan and facilitate organization-wide equity professional development sessions.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy of Alameda is a single school site.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has worked with a consultant to train the Instructional Leadership Team in Equity-Driven Data-Based Cycles of Inquiry. The Principal and ILT leads have then led data-based inquiry on a school-wide and department-wide level. In addition, the school has engaged in Cycles of Inquiry based on focal students. The data reviewed is extensive and includes:

- *NWEA MAP scores in math and reading (MAP is given when students enroll in the school and every fall and spring thereafter)

- *Grade data (formative and summative assessment data)

- *Discipline data (for individual students and school-wide)

- *CAASPP data

- *ELPAC data

- *Teacher feedback

- *A variety of qualitative data

- *Survey data

- *Instructional rounds data.

Data is used systematically to inform creation of strategic plans, instructional decisions, and resource allocation geared towards strengthening the overall school program and to close the achievement gap.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

One of the LEA's core values is continued growth and improvement for all constituents. As such, the LEA requires that all staff engage in a variety of professional development experiences to support staff to effectively work towards accomplishing the LEA's mission and vision. Professional Development Includes:

- *Week-long induction program for all teachers new to the LEA: Induction focuses on orientation to LEA's mission, vision, and culture, and introductions to Restorative Practices (including facilitation of classroom community circles), classroom behavior management with an emphasis on logical consequences, and establishing effective routines and procedures
- *6 Days of Whole Staff Professional Development: Community building to foster effective collaboration among colleagues, Alignment of common expectations and practices, Curriculum design with grade level instructional teams, classroom set-up, roll-out of staff-wide equity focus and pedagogical focus for the year
- *7 Additional Days of Professional Development: Various focus areas
- *Weekly PD Sessions with rotating foci: Grade level collaboration, Department collaboration, Equity/Social Justice focus, Special Education focus, Pedagogical focus
- *Weekly grade level instructional collaboration: Focus on designing/aligning curriculum and pacing and analyzing assessment data
- *Mandatory instructional coaching: observation and debrief bi-weekly
- *Optional instructional coaching: for veteran staff
- *Other professional development: trainings, lesson study, instructional rounds, peer observation, cycles of inquiry
- *Coaching and collaboration & various professional trainings for school leaders (Principal and Instructional Coach) with a variety of consultants
- *Partnership with the Reach Institute for School Leadership to support new teachers to complete the State mandated Teacher Induction and Clear Credentialing Program (TICC)

Effectiveness of professional development impact and effectiveness of individual teachers and of instructional teams is assessed via:

- *Classroom observations, curriculum review, and feedback according to the Framework for Effective Teaching
- *ILT review and feedback of curriculum and student work
- *Staff, student, and parent survey and focus group data
- *Qualitative data collected at the end of PD sessions
- *Mid and end-of-year evaluations
- *Self-reflection
- *Peer Observation
- *Lesson Study
- *Instructional Rounds data

Feedback is collected regularly to evaluate impact and effectiveness, and the feedback data is analyzed by individual school leaders and collectively by leadership teams. Adjustment to development plans are made accordingly after analysis of the data.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA provides targeted EL support beyond tier 1 instruction through a one-on-one or small group instruction aimed at supporting students to fill gaps in phonemic awareness. While not all EL students are immigrants, many of the students served through the pilot are immigrants. The COST Team identified that a counseling group for recently immigrated students may be a helpful support for students, and the team will be piloting a group in the 2019-20 school year.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA provides targeted EL support beyond tier 1 instruction through a one-on-one or small group instruction aimed at supporting students to fill gaps in phonemic awareness. Students are identified for this support if their MAP reading score falls below the 40th percentile, and if upon further data exploration, the student is deemed to have gaps in phonological awareness. Three staff members - two teachers and an instructional aid - will be trained to facilitate this work with students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is committed to supporting EL students achieve proficiency in the English language. The Academy commits to supporting students with low levels of English proficiency (ELPAC levels 1 and 2) to advance to level 3 or higher by the time they graduate the Academy. The LEA also commits to supporting long-term EL students and students who enter The Academy at a level 3 to achieve proficiency before the graduate the Academy.

In order to achieve these goals, it is critical that The Academy attend to having a strong tier 1 program across the board. This includes ensuring that teachers hired have training in SDAIE methods, and providing additional development to teachers around supporting literacy development. This also includes providing tier 2 supports for students to ensure that they are receiving literacy support and progress monitoring.

The LEA has outlined redesignation standards, and all EL students are tested and reviewed annually to determine whether they meet standards for redesignation.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has a variety of programming and activities that support students to have a well-rounded educational experience, that they engage in safe and healthy activities, and that they learn how to effective digital citizens adept at using technology. We do this in a number of ways, including:

Hiring a Student Activities Coordinator to coordinate student activities and drive development of a strong school culture with a variety of enrichment opportunities

Providing a variety of enrichment activities such as dances, clubs, academic achievement acknowledgements

Paying a stipend to a staff member to serve as Athletic Director and develop a strong athletics program

Hiring 2 Restorative Justice Coordinators and working with a restorative justice consultant to support implementation of restorative practices

Hiring a technology teacher to teach three levels of technology classes

Hiring a school counselor to provide academic advising and short-term mental health support to students

Creating a relationship with A Better Way to provide a school-based mental health clinician to provide mental health services to students who qualify for Medi-Cal.

Creating a Coordination of Services Team to address concerns about students' academic and social-emotional development and allocate resources as needed

Program effectiveness is reviewed through ongoing self reflection, student, parent, and staff survey data, and analysis of a variety of data points. Moifications and improvements are made upon review of data and collaboration with various stakeholders.