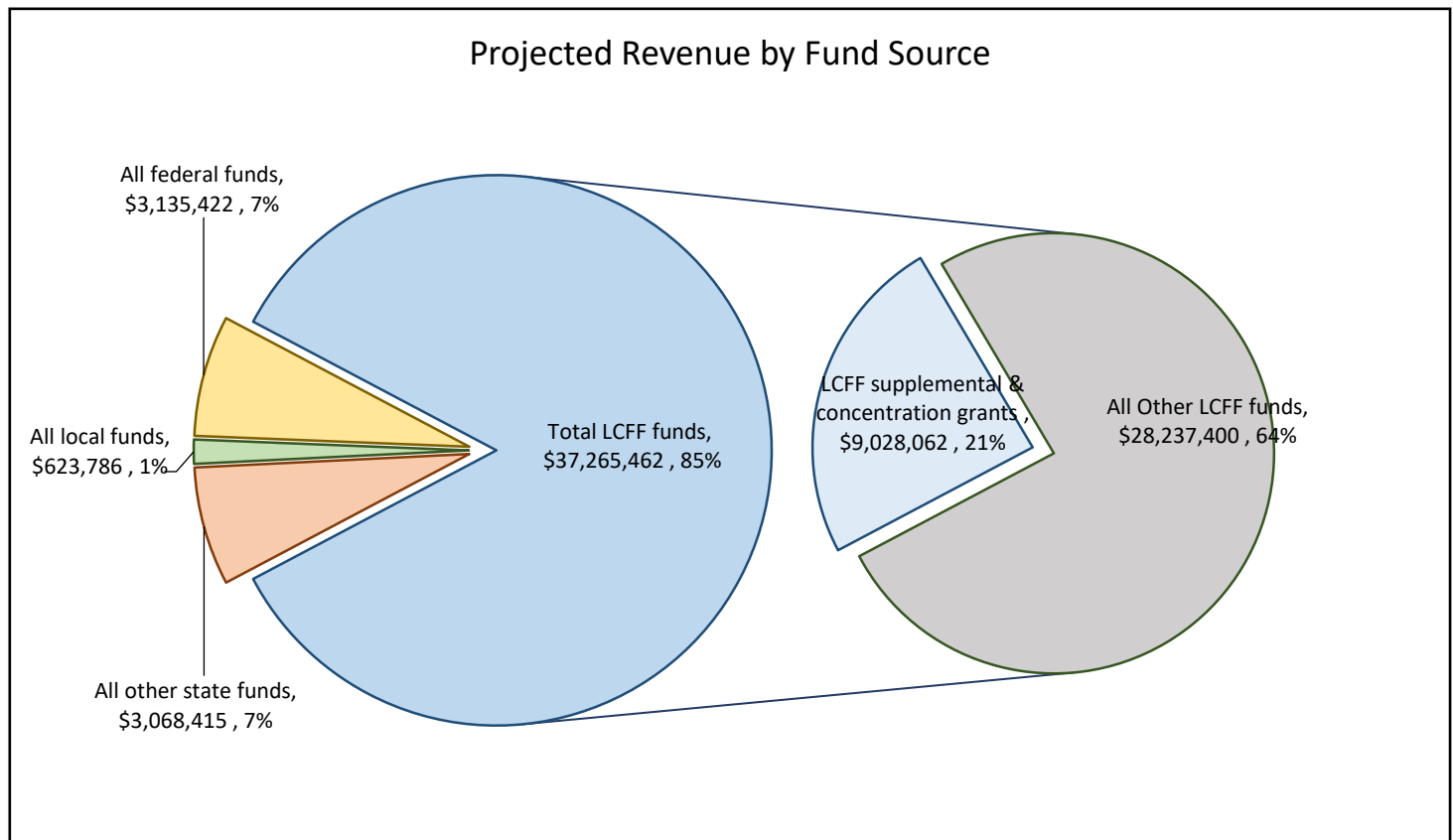


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Birmingham Community Charter High School
CDS Code: 1931047
Local Control and Accountability Plan (LCAP) Year: 2019-2020
LEA contact information: William Covington

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 2019-2020 LCAP Year

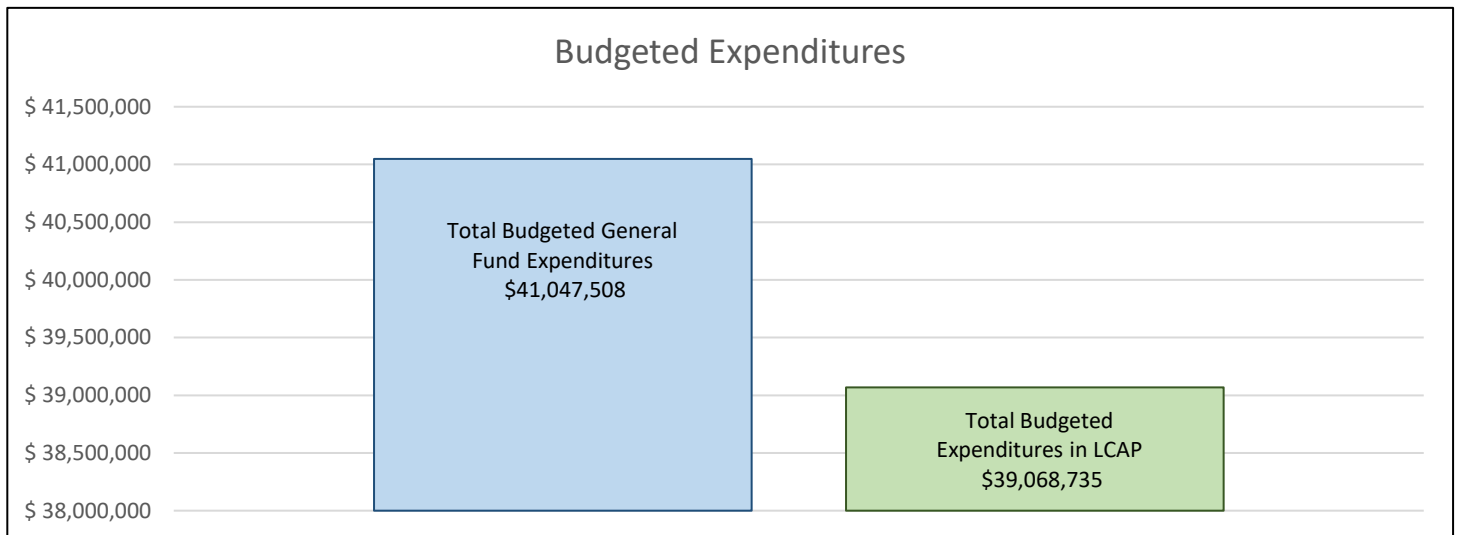


This chart shows the total general purpose revenue Birmingham Community Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Birmingham Community Charter High School is \$44,093,085.00, of which \$37,265,462.00 is Local Control Funding Formula (LCFF), \$3,068,415.00 is other state funds, \$623,786.00 is local funds, and \$3,135,422.00 is federal funds. Of the \$37,265,462.00 in LCFF Funds, \$9,028,062.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Birmingham Community Charter High School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Birmingham Community Charter High School plans to spend \$41,047,508.00 for the 2019-2020 school year. Of that amount, \$39,068,735.00 is tied to actions/services in the LCAP and \$1,978,773.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP mainly include depreciation expenses for our educational plant and school campus and oversight fees of maintaining operations as a charter school.

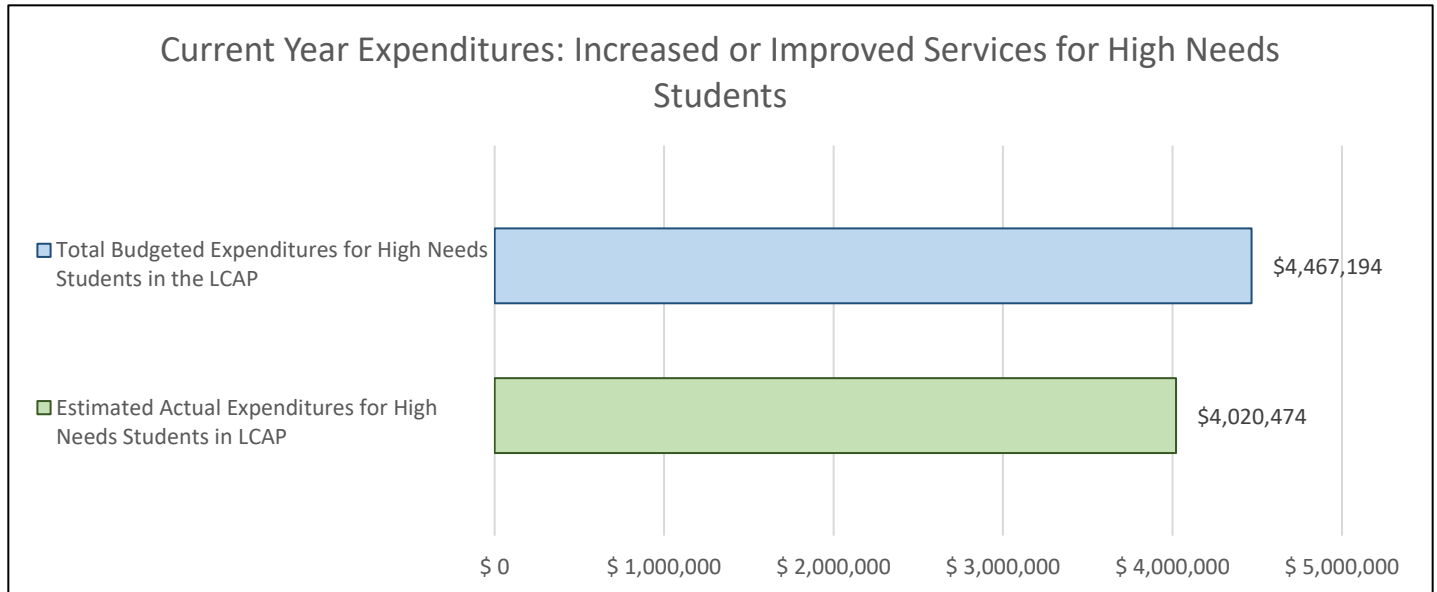
Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Birmingham Community Charter High School is projecting it will receive \$9,028,062.00 based on the enrollment of foster youth, English learner, and low-income students. Birmingham Community Charter High 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, Birmingham Community Charter High School plans to spend \$4,178,477.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

We have more funding than are currently allocated in our 2019-2020 budget; this is because we are in the development and planning stages of a number of initiatives and targeted supports for our high needs students. We are continuing to collect subgroup data and identify research-based best practices to best address their needs - both academic and socio-emotional.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Birmingham Community Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Birmingham Community Charter High 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 2018-2019, Birmingham Community Charter High School's LCAP budgeted \$4,467,194.00 for planned actions to increase or improve services for high needs students. Birmingham Community Charter High School estimates that it will actually spend \$4,020,474.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$446,720.00 had the following impact on Birmingham Community Charter High School's ability to increase or improve services for high needs students:

In our 2018-19 budget, we have more funding budgeted than actual expenditures; this is because we are in the development and planning stages of a number of initiatives and targeted supports for our high needs students. We are continuing to collect subgroup data and identify research-based best practices to best address their needs - both academic and socio-emotional. As a result of alignment with our overall mission and vision and attending to the evolving needs of our students, we want to ensure all of our programs support the specific and data-driven objectives for our high needs populations.

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

Birmingham Community Charter High

Contact Name and Title

Will Covington
CBO

Email and Phone

w.covington@birminghamcharter.com
(818) 758-5251

2017-20 Plan Summary

The Story

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

Birmingham Community Charter High School strives to provide an innovative and academically challenging environment that will prepare students to demonstrate mastery of the California Content Standards, meet all graduation requirements, be responsible members of their communities, and attain the skills needed to pursue their academic, career, and personal goals.

We serve students in grades 9-12, and our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents students residing in over 95 zip codes. The demographics of our student population is as follows: 84.4% Latino, 6.2% White, 4.1% African American, 1.4% Asian, 2.2% Filipino, and 1.7% two or more races. 87.0% of BCCHS students are designated as Socioeconomically Disadvantaged, 10.3% are English Learners, 23% are designated as gifted, and 11.9% are designated as Students with Disabilities. 1.4% of our students comprise other populations including: homeless, foster and refugee status.

In prior years, enrollment at Birmingham typically came from the traditional attendance area neighborhoods and feeder middle schools, however, many students from outside our resident attendance area apply to attend BCCHS because of the strong, college-preparatory and comprehensive educational program. BCCHS provides a wide variety of academic course offerings to all students, including students achieving at a level significantly below their peers, mid-range students, gifted and talented students, students receiving special education or related services, English Learner students, and students who are members of ethnic groups under-represented in colleges and universities.

The demand for our educational program continues to rise with a growing waiting list. We continue to innovate in our instructional practices, attracting students and families from all over the San Fernando Valley and areas throughout Los Angeles. Students who apply to enroll in our school seek a rigorous academic program with strong college-preparatory course offerings as well as the broad elective, extracurricular and athletic opportunities Birmingham provides.

LCAP Highlights

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

In our LCAP this year, we have streamlined our goals to reflect three main priorities of our educational program: academic proficiency, college and career readiness, and a positive school climate. With these focused goals, our actions and aligned budget are specific and clear and demonstrate the strong educational program we provide for our students. While some initiatives are as yet in development, we are enthusiastic in planning strong instructional activities to benefit our students' academic, socio-emotional and behavioral welfare. We developed this LCAP as a collaborative team, and we look forward to continuing to implement the planning and review process it entails to reflect upon and refine our programs to best serve students.

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

BCCHS has experienced success in several areas over the past year. BCCHS has achieved significant success in student achievement, particularly in areas that have proven to be historically challenging, as well as in program effectiveness, and in improvements to the physical plant. BCCHS continues to demonstrate success in maintaining a strong and positive school culture for students and their families, safe and updated school facilities, as well as a strong organizational management structure and effective and collaborative governing board.

With regard to our Charter School status Oversight, we were renewed for another five year term earlier this year; we are proud to have earned 3s and 4s in every category of oversight over the past two years, and academically, we have exceeded most of our benchmarks with steady upward progress in ELA, math, a-g completion, increases in CTE pathway completion, high rates attendance and graduation rates, high satisfaction and morale reported among our stakeholders as evidenced by survey data and school and community engagement benchmarks. Furthermore, we continue to take an extremely proactive approach toward addressing student needs with a highly qualified school leadership and faculty and abundant resources for socio-emotional health and wellness of our students. The energy and resources we have invested in our students shows in high levels of participation in extracurricular sports and activities among our students as well as lower incidences of disciplinary referrals, suspensions and expulsions.

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

The academic success and socio-emotional welfare of all of our students is of primary importance. We continue to make strides school-wide and among our significant subgroups in English Language Arts and math and across various college and career indicators. Despite our successes, we still have areas of growth with regard to math proficiency overall. Some of our student subgroups earned "orange" in English Language Arts and math - both English Learners and Students with Disabilities, although both groups showed strong gains in ELA and moderate gains in math. We also demonstrated "orange" performance in graduation rate, which declined slightly since last year, and in the school-wide suspension rate.

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

We have identified specific needs among some of our significant student subgroups, particularly African American students, Students with Disabilities and English Learners. We will continue to target supports and interventions to address the disparate areas among both academic and socio-emotional factors for these groups. We are in the process of collecting and analyzing data for these subgroups and identifying factors that affect progress in order to ensure supports address the gaps and raise student progress in the categories where there are disparities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

To ensure all students demonstrate proficiency in all content areas

Note: Goal 2 To ensure all students are diploma eligible is being subsumed in Goals 1 and 3.

(Basic Services - Ensure the school is properly staffed with certificated, classified and administrative personnel and is properly operated and maintained pursuant to applicable laws including the Williams Act.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities: Increase Achievement/Proficiency in English and Math

Annual Measurable Outcomes

Expected		Actual
Percentage of eligible students enrolled in courses aligned to the CA Content Standards.	2018-19 100% of students.	100% of students.
Percentage of teachers appropriately assigned and fully credentialed in the subject area to which they are assigned.	2018-19 100% of teachers.	100% of teachers.
Percentage of students school wide meeting or exceeding the SBAC ELA standard.	2018-19 Increase % students school wide meeting or exceeding the SBAC ELA standard to 70% .	70.56% of students school wide met/exceeded SBAC ELA in 2017-2018.

Percentage of students school wide meeting or exceeding the SBAC Math standard.	2018-19 Increase % students school wide meeting or exceeding the SBAC Math standard to 32%.	29.01% of students school wide met/exceeded SBAC math in 2017-18.
Increase in percentage points of students in subgroups meeting or exceeding the SBAC ELA standard.	2018-19 Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2017-18.	All subgroups increased % of met/exceeded SBAC ELA in 2017-18 of at least 2% points over 2016-17.
Increase in percentage points of students in subgroups meeting or exceeding the SBAC Math standard.	2018-19 Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2017-18.	All subgroups increased % of met/exceeded in SBAC math by at least 2 percentage points over 2016-17 except EL and White students. <u>White students increased from 39.5% to 41%. EL students decreased in met/exceeded from 3.4% to 2.3%.</u>
Percentage of EL students advancing one proficiency level on CELDT/ELPAC.	2018-19 Increase % EL students advancing one proficiency level on CELDT/ELPAC 2 percentage points.	% of EL students advancing one proficiency level on CELDT/ELPAC is not available.
Percentage of students earning score of 3 or better on AP exams.	2018-19 Increase % students earning score of 3 or better on AP exams 2 percentage points over 2017-18.	Increased % of unduplicated students scoring 3 or better on AP exams by 1.5% from 59.1% in 2017 to 60.4% in 2018.
Percentage of students passing the FitnessGram by the senior year.	2018-19 Increase % students passing the FitnessGram in grade 9 5 percentage points over 2017-18.	% of students passing the Fitness Gram by meeting 5 or 6 out of 6 standards in grade 9 increased from 47.7% in 2017 to 52% in 2018. % of students passing the Fitness Gram by meeting 1 through 4 out of 6 fitness standards decreased from 52.3% in 2017 to 48% in 2018.

Annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	2018-19 Maintain annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Researched to determine availability of accurate measure. Determined that there is no standard annual measure of student progress toward end of course proficiency in NGSS at this time.
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Yes. All teachers are subject matter proficient and fully credentialed in the proper subject area per the guidance of the ESSA grid and other Ed Code requirements.</p>	<p>\$16,289,239 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$15,443,899 - LCFF - 1000-1999 Certificated Salaries</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>Yes, this was conducted with the new teacher cadre, Charlotte Danielson Framework and the Center for Teaching and Learning.</p>	<p>\$0 \$0 \$0</p>	<p>\$27,650 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

course of study.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to:</p> <ul style="list-style-type: none"> • Deepen instructional skills • Develop effective classroom management systems • Plan effective lessons • Problem solve classroom issues • Meet all compliance requirements 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Yes, targeted support was provided to teachers via the two instructional coaches and the new teacher cadre.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Collaboration time was provided for</p>	<p>\$14,031 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - PD - Collaboration Mtgs - ELA and Math with EL and SpEd Teachers (repeated expenditure)</p>	

Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students.	teachers during the summer to meet in departments including: math, English, Science and CTE.		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue expand tutoring programs for all students including targeted student populations.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Tutoring programs included: Tier 1 interventions with before and after school tutoring, Tier 2 - Project based (AP) support Tier 3 - In class support providers to target students needing individual and small group help during the school day We also used Tree of Knowledge and the ESSA grid	\$250,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$21,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	\$216,745 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement		

<p>Students to be Served: Students with Disabilities, Specific Student Group(s): African-American</p> <p>Location:</p> <p>Provide supplemental instructional materials and supplies for targets subgroups to increase student achievement of those students.</p>	<p>Students to be Served: Students with Disabilities, Specific Student Group(s): African Americans</p> <p>Location:</p> <p>Support was provided to Students with Disabilities.</p> <p>No additional support was provided to African American students.</p>		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide supplemental instructional materials and supplies for targeted subgroups to increase student achievement of those students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>Yes, supplemental instructional materials and supplies were provided to English Learners, including Vocabulary Notebooks.</p>		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$6,500 - Federal Revenues - Title I - 4000-4999 Books and Supplies (repeated expenditure)</p>	<p>\$16,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

<p>Location: All Schools</p> <p>Continue Freshman and Sophomore orientation programs to ensure all incoming students receive an introduction to skills needed for high school success and to support all students success in a college-going culture.</p>	<p>Location:</p> <p>Freshman and Sophomore Orientation programs were conducted for all incoming 9th and 10th graders.</p>		
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Rising 11th graders</p> <p>Location: All Schools</p> <p>Expand summer orientation programs to include 11th grade to support all student success in a college going culture.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Incoming 11th graders</p> <p>Location:</p> <p>Summer orientation was provided for incoming 11th graders.</p>		<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$22,750 - Federal Revenues - Title I - 2000-2999 Classified Salaries (repeated expenditure)</p>	

Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.	Double-block classes in ELA and math were provided; all teachers were trained in implementing lesson plans within a block schedule.		
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide and train additional personnel to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA and Math</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>No additional personnel added; all ELA and math teachers were trained in EADMS and the use of htis assessment software.</p>		\$27,175 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Expand use of progress monitoring assessment systems to identify areas of student need and ensure instruction is aligned with CA ELA</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Additional benchmark assessments ahve been added to EADMS in ELA and math. Use of Achieve 3000 level set.</p>		

and Math Standards.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include:</p> <ul style="list-style-type: none"> • Achieve3000 • Acellus • Math XL • eMath 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Programs utilized include:</p> <ul style="list-style-type: none"> • Achieve 3000 • Acellus • Math XL • eMath • Listenwise 	<p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$59,425 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development to Math teachers to:</p> <p>-Deepen knowledge and application</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>We contracted with Ivan Cheng and the Center for Teaching and Learning to provide professional development for</p>		<p>\$150,000 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p>

of CA Math Practice Standards -Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach -Administer pre- and post-assessments to identify learning needs in Math. -Support implementation of new Algebra 2 curriculum.	math teachers and align curriculum and pacing plans to standards and benchmark assessments.		
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Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Implement assessment programs for targeted populations	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Location: Implemented modified benchmark assessments for ELL 1 and ELL 2; all students utilized assessments from Achieve 3000 and Listenwise Also implemented EDGE curriculum.		

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses	\$12,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

<p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Maintain co-teaching program in ELA and Math classes to ensure all Students with Disabilities (SWD) have the support needed to meet or exceed the CA ELA and Math Standards.</p>	<p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Continued using Center for Teaching and Learning to provide professional development in UDL strategies for teachers of Students with Disabilities.</p>	(repeated expenditure)	
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Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through:</p> <ul style="list-style-type: none"> • Curriculum planning • Instructional strategy development • Data analysis • ELPAC Boot Camp preparation 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>EL Summer Institute was implemented.</p>	<p>\$5,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p> <p>\$5,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$0</p> <p>\$0</p>

Action 18

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Implement campus-based options more appropriate for a single site to provide social, emotional and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>The Newcomer Center model is being planned for implementation in fall of 2019.</p>	<p>\$45,500 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Campus-based supports for students newly arrived to the U.S. (repeated expenditure)</p> <p>\$5,000 - Federal Revenues - Title III - 4000-4999 Books and Supplies - EL Students - Supplemental Vocabulary Materials (repeated expenditure)</p>	<p>\$0</p> <p>\$0</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities, Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>Continue professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and after-school academic programs</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities, Specific Student Group(s): English Learners</p> <p>Location:</p> <p>Counselors attended retreats 2x/annually with training on equitability for SWD and EL students. The Special Education Coordinator works with counselors to ensure equity.</p> <p>EL teachers attend Summer Institute, other meetings and team meetings to ensure equity and access for EL students.</p>		

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>ESY program continues.</p>		<p>\$122,620 - LCFF - 1000-1999 Certificated Salaries</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Continue training to selected personnel to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>Continued staffing EL Coordinator and EL Liaison. Training provided for all mandated EL data as required by the state.</p>		

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue Birmingham Summer School to provide credit recovery and enrichment opportunities.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Summer School continues to provide credit recovery and enrichment opportunities.	\$300,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	\$267,750 - LCFF - 1000-1999 Certificated Salaries

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Expand and/or maintain college classes to provide college and career readiness opportunities	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: College classes are available via the SAS program, dual enrollment, articulated CTE courses and college courses offered on campus both during the school day and after school.		\$7,500 - LCFF - 1000-1999 Certificated Salaries

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase the rigor of honors and AP level courses through specialized professional development for teachers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Training continues to be provided for all Pre-AP teachers, AP Capstone teachers and Honors/AP Chemistry to develop rigor in scope and sequence.</p>		<p>\$10,453 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide personnel to support develop and monitoring of all instructional support and compliance programs for SWD.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Support personnel include Special Education Coordinator.</p>		<p>\$118,750 - LCFF - 1000-1999 Certificated Salaries</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>		

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Create accelerated course pathways in the master schedule to increase the number of students who have access to advanced courses.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>Accelerated course pathways have been developed in English, math and science.</p>		
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Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Implement targeted academic support to African American students to close the achievement gap.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Students participated in UCLA Village Nation/Bruin Camp. UCLA professional coordinates with college counselor. Retired Counseling Administrator reviews all transcripts from African American students to ensure compliance for HBCU application and college tour.</p> <p>Additional supports provided by outside organizations to target this subgroup.</p>	<p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$18,150 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).</p>	<p>Some PD provided to teachers in UDL.</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0</p>
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Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Maintain appropriate support staff to implement all aspects of the IEP to provide curricular access and increased student achievement for SWD.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>SpEd staff includes school psychiatrist, speech and OT therapists, paraprofessionals, and RSP teachers.</p>		<p>\$74,236 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide training to staff members to monitor compliance reports and ensure IEP services are implemented and documented accurately.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>PD provided in Welligent through DirectEd. Additional training for RSP/SDC teachers.</p>		<p>\$36,340 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development for all science teachers for NGSS and the new CA Science Framework and for all social studies teachers for the new CA Social Studies Framework to increase content knowledge and instructional expertise to effectively shift classroom deliver to align with an inquiry-based, student-centered approach.</p>	<p>PD for science teachers included CSTA Conference and training for UCLA CenterX, CDE rollout and California Council of Teachers of Social Science and the CCSS.</p>	<p>\$48,001 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - PD Encumbrance for PI School (See Goal 1 Action 2 for remainder) (repeated expenditure)</p>	<p>\$18,670 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 32

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement progress monitoring tool to measure student progress toward end of course proficiency in:</p> <ul style="list-style-type: none"> i) New Generation Science Standards (NGSS) ii) new Social Studies standards 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Not implemented. Still researching effective and appropriate monitoring tool.</p>		<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 33

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase student access to instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency in all content areas.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>		<p>\$252,375 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 34

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development to all teachers regarding the effective use of technology to ensure all students have access to all curricula and increase student achievement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Part-time Teacher Tech Coordinator staffed. Other PD includes training in use of Nearpod, Listenwise, and Achieve3000.</p>		<p>\$68,677 - LCFF - 1000-1999 Certificated Salaries</p>

Action 35

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities, Specific Student Group(s): English Learners; African-American</p> <p>Location: All Schools</p> <p>Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities, Specific Student Group(s): English Learners; African-American</p> <p>Location: All Schools</p> <p>SMART projectors provided along with digital NGSS materials.</p>		<p>\$188,611 - LCFF - 4000-4999 Books and Supplies</p>

student achievement of targeted subgroups.			
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Action 36

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Action/Service 1:</i> Continue to provide Math, ELA and science intervention programs both inside and outside of the school day</p>	See Goal x Actions/Services.		\$0

Action 37

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 7: Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:</p> <ul style="list-style-type: none"> English Learner (EL) identification, program placement, monitoring, 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Part-time EL Coordinator staffed. PD provided through attendance at CAFE and WACAC conferences, UC Comp and counselor retreat.</p>		\$3,330 - LCFF - 5000-5999 Services and Other Operating Expenses

reclassification, program quality, compliance monitoring. <ul style="list-style-type: none"> • Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification • Continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics. 			
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Action 38

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Actions/Services 14:</i> Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.</p>	<p>Continue using English 3D curriculum, expanding Edge curriculum to SDC, ELD approved for A-G credit. Unpacking ELPAC.</p>		

Action 39

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Moved from Goal 2 - Action/Service 17: Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.	Provided two sections per semester of teacher taught study skills classes.		
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Action 40

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Moved from Goal 2 - Action/Service 18: Continue to provide Universal Design for Learning (UDL) training for teachers and administrators.	Not implemented.		

Analysis

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

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

Summary of Needs:

Our first goal, Proficiency for All, means that we aim to have all students school-wide and among significant student subgroups meeting or achieving proficiency in both ELA and math. Our SBAC data for 2017-18 indicated that the number of students meeting or exceeding proficiency in ELA both school-wide and among *all* student subgroups increased over the prior year. With regard to math, the number of students meeting or exceeding proficiency in math both school-wide and among all student subgroups, except English Learners, increased over the prior year. While our efforts to apply research-based instructional strategies, ensure students have access to highly qualified teaching staff, and implement standards-based curriculum have resulted in strong gains for English Language Arts and math, there are subgroups that need continued and intensive support. In ELA, our English Learners and Students with Disabilities subgroups continue to perform well-below the levels of other subgroups. While both subgroups

demonstrated increases in proficiency for ELA last year, we will continue to increase and intensify the supports in place to address their specific needs to develop proficiency in ELA. In math, our English Learner subgroup was the only one that declined in the percentage of students meeting or exceeding proficiency. Furthermore, our Students with Disabilities subgroup continues to perform at very low levels of math proficiency. While our overall goal remains to ensure all students are proficient in ELA and math, our greatest need is for our English Learners and Students with Disabilities to demonstrate larger gains in proficiency in both areas.

Actions in Response to Articulated Needs:

To continue the progress made toward school-wide and subgroup proficiency in ELA and math, we have implemented several actions which will continue.

BCCHS has implemented a multi-pronged approach to ensure students demonstrate proficiency in all areas:

1. Increased professional development in ELA, math, science and social science.

- Ongoing data review among department faculty to identify areas of growth on specific SBAC claims and develop instructional approaches in response to data
- Training in new curriculum resources, curriculum alignment, and development of content area pacing plans
- Ongoing training for teachers to implement peer-observation through Charlotte Danielson teaching framework
- Ongoing professional development with instructional specialists from the Center for Teaching and Learning
- Ongoing professional development with content area specialists to support in-class intervention techniques

2. Increase in interventions and support school-wide and for designated student subgroups - EL, SWD, NSLP

- Additional personnel to support content mastery: EL Coordinator, Bilingual Aides, Special Ed Coordinator, DIS counselor, in-class math tutors, ELD class tutors

3. Increased professional development in data-proven best practices (UDL, teaching rubrics, teacher mentoring)

4. Increased access to academic support structures including:

- Modified schedules and calendar (credit recovery options, summer school, tutoring before and after school)
- Increased in-classroom support (push-in tutoring in classrooms, bilingual aides in content courses, use of UDL strategies, co-teaching practice in specified classes)

Conclusions:

BCCHS has addressed student proficiency in ELA, math and across content areas by focusing on professional development via improved implementation of research-based instructional strategies, improved content area knowledge, use of data to inform practice, and implementation of tiered approaches to instruction to meet student needs directly. We continue to focus targeted strategies and resources on areas of greatest need, particularly increasing proficiency among our EL and SWD populations.

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

The actions and services overall have demonstrated an effective approach to raising student achievement in both ELA and math school-wide and in most subgroups. As noted in our EAMOs, there have been significant gains school-wide and among all subgroups for ELA. While these gains are impressive and speak to the effectiveness of our strategies overall, the percentage of students in both the EL and SWD subgroups is considerably

lower than that of other subgroups. Still, both of those subgroups did demonstrate gains, which is a positive reversal of performance over the prior year. In response to this data, we will focus efforts on providing continued and intensive support tailored to the needs of these two subgroups. In math, our efforts to focus heavily on improving instructional practice and curriculum pacing resulted in positive gains school-wide and in all subgroups with the exception of English Learners. Furthermore, while our SWD population did gain in math, the gains were marginal compared to the gains made in other subgroups. We recognize the need for additional and targeted supports that address the individual needs of this subgroup over and above what we are already doing well. Finally, we have begun to develop a system of data collection, review and analysis in line with our LCAP in order to monitor outcomes and make adjustments as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and actual expenditures have resulted from ongoing refinement of our LCAP and initiatives that are still in the development and planning stage, and as yet, have not been implemented with a significant cost associated.

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

We consolidated some goals from prior versions of the LCAP; these changes are reflected in the actions listed above.

Goal 2

NOTE: Goal 2 To ensure all students are diploma eligible

is being subsumed by Goals 1 and 3.

All State and/or Local Priorities, Identified Needs, EAMO Targets and Planned Action/Services are accounted for in Goals 1, 3, 4, and 5. This modification is due to duplication and repetition identified in LCAP 2017-2020.

(Basic Services - Ensure the school is properly staffed with certificated, classified and administrative personnel and is properly operated and maintained pursuant to applicable laws including the Williams Act.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities: All Student Complete High School Graduation Requirements

Annual Measurable Outcomes

Expected		Actual
Graduation Rate	2018-19 <i>Moved to Goals 3 and 4.</i>	
Dropout Rate	2018-19 <i>Moved to Goals 3 and 4.</i>	
Percentage of students earning GPA greater than 2.0 (See Goal 1).	2018-19 <i>Moved to Goal 3.</i>	
Chronic absenteeism	2018-19 <i>Moved to Goal 4.</i>	
School wide attendance rate.	2018-19 <i>Moved to Goal 4.</i>	
Percentage students passing the FitnessGram by senior year (See Goal 1).	2018-19 <i>Moved to Goal 1.</i>	

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
<i>Moved and modified to Goal 1 - New Action 26:</i> Incorporate SBAC Math and ELA intervention programs both inside and outside of the school day.	See Goal 1 Actions/Services.	\$0 - Intervention - SBAC Math - Reinforcement for select 11th graders	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools <i>Deleted due to repetition</i> - Continue credit recover opportunities including Accelerate online courses, summer school, and community college courses.	Deleted due to repetition.	\$0	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or	See Goal 4 Actions/Services.	\$0	

<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved to Goal 4 - New Action 20:</i> Provide guidance and counseling services to support increased attendance rates</p> <ul style="list-style-type: none"> • Student support staff will identify chronic absentees and provide tiered intervention to address • Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism • PSA Counselor (1 FTE) will be employed to address attendance issues 			
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved to Goal 3 - New Action 15:</i> Monitor academic progress and progress toward A-G completion to ensure all students meet graduation requirements.</p>		\$0	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved modified to Goal 4 - New Action 21: Provide professional development for all staff regarding social-emot</p> <p>ional learning and curriculum to support interventions designed to increase academic success of all students.</p>			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p><i>Deleted due to repetition in Goal 4:</i> Utilize Village Nation, or a similar program, to increase student</p>			

attendance and academic performance of African American students.			
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><i>Moved to Goal 1 - New Action 37:</i></p> <p>Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan</p> <ul style="list-style-type: none"> English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring Change classification of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification Continue to provide training for counselors and administrators regarding 		<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	

equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><i>Moved to Goal 4 - new Action 22:</i> Provide services, training, and personnel to ensure foster youth are diploma eligible</p> <ul style="list-style-type: none"> • Homeless and Foster Youth Liaison will identify, support, and monitor foster youth; ensure proper educational placement, enrollment, check-out from school; assist with transfer of grades, credits, records when student transfers; ensure all laws for foster youth are followed • Counselors will collaborate with student support services personnel to ensure 		\$0	

appropriate services for foster youth <ul style="list-style-type: none"> • Training for counselors, classified staff, administrators, and teachers to address issues and needs of foster youth. 			
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><i>Delete due to repetition:</i> Provide responsive and appropriate services to foster youth based on identified needs</p> <ul style="list-style-type: none"> • Academic counseling, tutoring and/or targeted academic intervention • Testing participation • Appropriate placement in school programs: EL, SWD, A-G courses, credit recovery, AB 216. • Attendance support • Mentoring, counseling, social/emotional and/or behavior intervention. 		\$0	

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Delete due to repetition:</i> Continue school-based attendance incentive programs and/or campaigns to increase attendance rate and decrease absenteeism and dropout rates.</p>			

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved to Goal 3: Develop Master Schedule to provide support and intervention to increase low income and Hispanic students enrollment in UC/CSU-aligned, A-G, honors, higher level math and science, arts, visual performing arts (VAPA), and other elective courses.</p>			

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Moved to Goal 1: Plan, develop and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.</p>			

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Homeless, Migrant, LTELs and Other Define Subgroups</p> <p>Location:</p> <p>Delete due to repetition:</p> <p>Define and Implement Targeted Student Population (TSP) support</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Homeless, Migrant, LTELs and Other Define Subgroups</p> <p>Location:</p>	<p>\$500,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

program to assist in coordination and facilitation of service for targeted students.			
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Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p><i>Moved to Goal 1 - new Goal 38:</i> Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.</p>			

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Continue to provide coaching support and Universal Design for</p>			

Learning (UDL) training for co-teachers.			
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Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p><i>Deleted due to repetition:</i> Continue to provide professional development and support to all teachers regarding identification of essential standards and demonstration of student competency to ensure IEP recommendations are followed.</p>			

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p><i>Moved to Goal 1 - new Action</i></p>			

39: Monitor and support case managers regarding development of Student Support Action Plans for all SWD with failing grades on final report card.			
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Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p><i>Moved to Goal 1 - new Action</i></p> <p>40: Explore and implement campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.</p>			

Analysis

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

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

We continue to implement strong actions to support students' college and career readiness, including providing abundant support resources such as maintaining lower counselor:student ratios, implementing grade-level academies to track students' progress toward graduation, strong CTE programs with a designated personnel and work-based learning opportunities, and an emphasis on a-g completion, CTE pathway completion, college-partnerships

and developing systems for students to earn tangible outcomes toward their futures in college and careers.

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

Our activities have been highly effective as demonstrated by continually rising a-g completion rates, rising AP Enrollment and pass rates, rising CTE pathway completion rates, rising concurrent college enrollment rates, rising numbers of students earning certification and skill-based recognition, strong implementation of student data tracking tools and increases in student access of available resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and actual expenditures have resulted from ongoing refinement of our LCAP and initiatives that are still in the development and planning stage, and as yet, have not been implemented with a significant cost associated.

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

Some actions have been moved between goals. We also reduced the number of goals from four to three.

Goal 3

To increase student college and career readiness

Note: Goal 2 To ensure all students are diploma eligible is being subsumed in Goals 1 and 3.

(Basic Services - Ensure the school is properly staffed with certificated, classified and administrative personnel and is properly operated and maintained pursuant to applicable laws.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities: All Students are at least CSU eligible and participate in a CTE exploration pathway.

Annual Measurable Outcomes

Expected		Actual
Percentage of students school wide who meet or exceed the SBAC ELA standard.	2018-19 Increase % students school wide meeting or exceeding the SBAC ELA standard to 70% (See Goal 1).	70.6% of students school wide met/exceeded SBAC ELA in 2017-18.
Percentage of students school wide meeting or exceeding the SBAC Math standard.	2018-19 Increase % students school wide meeting or exceeding the SBAC Math standard to 32% (See Goal 1).	29.1% of students school wide met/exceeded SBAC math in 2017-18.
Percentage points increase of students in subgroups meeting or exceeding the SBAC ELA standard.	2018-19 Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2017-18 (See Goal 1).	All subgroups increased % of met/exceeded on SBAC ELA in 2017-18 by at least 2 percentage points over 2016-17.
Percentage points increase of students in subgroups meeting or exceeding the SBAC Math standard.	2018-19 Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2017-18 (See Goal 1).	All subgroups increased % of met/exceeded on SBAC Math in 2017-18 by at least 2 percentage points over 2016-17 except white and EL students. <u>White students increased from 39.5% to 41%. EL students decreased in met/exceeded from 3.4% to 2.3%.</u>

Percentage of EL students advancing one proficiency level on CELDT/ELPAC.	2018-19 Increase % EL students advancing one proficiency level on CELDT /ELPAC 2 percentage points (See Goal 1).	CELDT/ELPAC data not available.
Graduation Rate	2018-19 Increase graduation rate 1 percentage point over 2017-18 (4-year cohort) (Goal 2).	Not met - 4 year cohort graduation rate decreased from 90.6% in 2016-17 to 89.1% in 2017-18.
Dropout Rate	2018-19 Maintain dropout rate that does not exceed 1%. (See also Goal 4)	Met - Dropout rate of 1.2% in 2016-17 decreased to 0.6% in 2017-18.
Percentage students completing A-G requirements with C or better.	2018-19 Increase % students completing A-G requirements with C or better 2 percentage points over 2017-18.	Increased % of students completing A-G requirements with C or better from 49.1% in 2016-17 to 50.8% in 2017-18.
Percentage of students earning GPA greater than 2.0 (See Goal 1).	2018-19 Increase % all students, in aggregate, earning GPA more than 2.0, 2 percentage points over 2017-18 (See Goal 1)	% of students earning 2.0 GPA or higher decreased 0.4% from 71.2% in 2016-17 to 70.8% in 2017-18.
Percentage of students completing CTE course sequence.	2018-19 Increase % students completing CTE course sequence 3 percentage points over 2017-18.	Met - Increased % of students completing CTE course sequence from 25% in 2016-17 to 34% in 2017-18.
Percentage students taking SAT or ACT exams.	2018-19 Increase % students taking SAT or ACT exams 5 percentage points over 2017-18.	Number of students taking SAT or ACT exams not available.

Percentage of students enrolled in Advanced Placement (AP) classes.	2018-19 Increase % students enrolled in Advanced Placement (AP) classes 3 percentage points over 2016-17.	Increased % of students enrolled in Advanced Placement (AP) classes 5% from 19.8% in 2016-17 to 24.8% in 2017-18.
Percentage of students earning score of 3 or better on AP exams (See Goal 1).	2018-19 Maintain % all students, in aggregate earning score of 3 or better on AP exams based on 2017-18 results (See Goal 1).	Increased % of unduplicated students scoring 3 or better on AP exams by 1.5% from 59.1% in 2017 to 60.4% in 2018.
Number of students who are NCAA-eligible.	2018-19 Increase % student-athletes in 12th grade who are NCAA eligible 5 percent over 2017-18.	Not available.
Percentage of seniors applying to postsecondary educational institutions.	2018-19 Increase % seniors accepted to 4-year universities 5 percentage points over 2017-18.	Not available.
Frequency of student to academic counselor face-to-face interactions.	2018-19 Increase student to academic counselor face-to-face interaction to at least once per semester.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Monitor alignment of curriculum and instruction with CA standards and A-G graduation requirements.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each department chair has a period out for monitoring curriculum and instruction; Implementation of Charlotte Danielson framework.</p>	<p>\$3,085,039 - LCFF - 1000-1999 Certificated Salaries</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue Birmingham Summer School to provide credit recovery and enrichment.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue annual PSAT test administration for all students in grades 9-11 and administer SAT to grade 12 to monitor college readiness and student achievement in ELA and Math.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PSAT administered to grades 9-11 in Fall semester.</p> <p>SAT administered to grade 12 in Fall semester and grade 12 in the Spring semester.</p>	<p>\$36,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$76,940 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue on-site SAT preparation opportunities for all students and expand activities to increase number of participating students in targeted subgroups to increase college and career readiness.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Implemented on-site SAT Preparation through Horizon Test Prep in response to grade 11 SAT scores.</p>	<p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$18,339 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>		

Improved Services Requirement Students to be Served: All Location: All Schools Provide online classes to address credit deficiencies of all students.	Improved Services Requirement Students to be Served: All Location: All Schools Online courses offered through Accelerate and Acellus.		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Ensure that all English Learners are provided the support and information needed to apply to pursue post-secondary options including financial aid.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Support provided via additional personnel: EL Liaison and part time EL Coordinator; Also implemented 2 College information nights for EL students.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Specific Student Group(s): Hispanic Location: All Schools	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Specific Student Group(s): Hispanic Location: All Schools	\$250,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	\$240,000 - LCFF - 5000-5999 Services and Other Operating Expenses

Provide targeted support in college and career readiness to Latino subgroup.	College and Career counselor provided targeted support for college and career readiness to Latino subgroup.		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Provide targeted support in college and career readiness to African-American subgroup.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Targeted support in college and career readiness provided to African-American subgroup via use of Naviance software, additional college and career counselor, implementation of Village Nation and UCLA support, consulting administrators and African-American leaders on campus.</p>		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide Homeless and Foster Youth</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>Implemented with full time position.</p>		

Liaison to meet the needs of Foster Youth subgroup.			
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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Homeless students</p> <p>Location: All Schools</p> <p>Provide Homeless and Foster Youth Liaison to meet the needs of homeless student subgroup.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Homeless students</p> <p>Location: All Schools</p> <p>Implemented with full time position.</p>		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Redesignated fluent English proficient</p> <p>Location: All Schools</p> <p>Select school staff will continue to monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Redesignated Fluent English Proficient</p> <p>Location: All Schools</p> <p>Implemented RFEP Monitoring with support from EL Liaison, EL Coordinator, academic counselors.</p>		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy emblem upon graduation.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Eligible students identified by EL officer; professional development provided to faculty on requirements to earn Seal of Biliteracy; EL Administrator position; ACTFL Conference and EL Teachers all work to provide support for students to earn the Seal.</p>		

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>99.2% of students enrolled in math all four years.</p> <p><u>100% / 87%</u> of students in grades 9-11 in science.</p> <p>Annually increase in number of A-G approved courses offered at BCCHS.</p>		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Provide dual enrollment/college credit courses.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Dual enrollment and college credit courses offered during the school day via SAS program and CTE pathway courses; courses earning college credit also offered after school.</p>		

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Action/Service 4:</i> Monitor academic progress and progress toward A-G completion to ensure all students meet graduation requirements.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Grade-level counselors and three college and career counselors monitor progress toward A-G completion with A-G grad checks <u>each semester</u>.</p>	<p>\$3,157,478 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$2,903,043 - LCFF - 4000-4999 Books and Supplies</p>

Analysis

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

Summary of Needs:

BCCHS aims to prepare students for success in the rigors of college-level coursework and entry-level employment toward future careers. While our academic proficiency continues to rise school-wide and among numerically significant student subgroups, our graduation rate has remained stagnant the past two years. While we continue to improve in our A-G completion rates, our overall completion rates are low. CTE participation and capstone completion rates continue to rise as we strengthen our programs, however, the percentage of students completing CTE pathways overall is low. Concurrent college course enrollment and AP course enrollment has also risen along with passage rates, however specific subgroups are underrepresented in these college and career readiness indicators. While we are making strong advances in college and career readiness indicators, we recognize our need to improve services in these categories so that a larger proportion of our student body are well-prepared for higher education and future careers.

Actions in Response to Articulated Needs:

We continue to stress the importance of content mastery and proficiency in ELA and math to best prepare students for college-level coursework. With regard to access, we provide school-wide and targeted support to student subgroups to ensure access to A-G curriculum, counseling personnel, and college-engagement experiences.

- Low ratio of counselors to students with 8 full time grade-level counselors (2 per grade) and 4 college and career counselors
- Highly qualified and trained AP teachers to master curriculum content and implement best instructional practices
- Fully credentialed CTE faculty with
- Robust CTE programs and leadership with designated personnel - CTE coordinator and CTE Advisory Board
- Robust CTE partnerships including 5 community colleges, 11 articulated courses, industry professional guest speakers, field trips to colleges and work-based learning experiences, industry competitions

Additionally, we continue to examine data to identify areas of success and areas of growth: A-G completion rates, AP Enrollment, AP Passage rates, Concurrent college enrollment, Concurrent college passage rates, graduation rates, college application data, college acceptance rates, college admission rates, GPA, attendance and behavioral data for students enrolled in special programs (SAS, AP, CTE). We continue to use data to evaluate and improve these programs for the benefit of our students.

Conclusions:

BCCHS has made steady gains toward increasing college and career readiness for students. These gains are demonstrated by increased levels of proficiency in content area assessments including the percentage of students both school-wide and among significant subgroups meeting/exceeding the standard on SBAC ELA and math. Additionally, we have seen a steady increase in the number of students meeting A-G completion requirements, enrolling in AP and college courses, passing AP tests and earning concurrent college credit as well as completing CTE pathways. While we have seen an upward trend, the overall percentage of students demonstrating college and career readiness is low, and so we will continue to focus efforts to ensure access for all students to high quality, standards-based curriculum and to increase access to rigorous academic programs such as AP, SAS, A-G courses. Finally, we will continue to strengthen our CTE pathway programs which affords students high levels of engagement along with varied work-based learning experiences, training in highly technical skills and knowledge in several different industry sectors, and opportunities to earn college credit in their CTE courses, network with professionals and engage in internships and competitions.

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

BCCHS has demonstrated gains in every category indicating our students' college and career readiness including: A-G completion, AP Enrollment and

AP Pass Rate, Graduation Rate, GPA, meeting/exceeding proficiency on SBAC ELA and math, and enrollment in and completion of CTE Pathways. With concentrated efforts to improve students' and families understanding of the benefits of A-G completion and our alignment for A-G completion to our graduation requirements, we have been able to increase the number and percentage of students eligible for admission to UC/CSU programs. We have increased our counseling staff to lower the counselor:student ratio to ensure all students have access to clear information regarding graduation and college admission requirements. We continue to offer several parent information sessions to address college information and financial aid as well as provide abundant work-based learning experiences and college-visitations throughout the year. We have also transformed the infrastructure of our school to operate in grade-level academies which increases the personalization and tracking of each student's progress toward college and career readiness. Impressively, the Career Technical Education program as a whole has become streamlined to meet various benchmarks on the 11 elements of effective CTE programs rubric. All of our CTE teachers are highly qualified industry professionals with specialized credentials to teach their technical courses. 11 of our CTE courses are articulated with local community colleges and provide inroads for students to start earning college credit in high school. Students can also earn certifications in almost every industry sector, and every course provides work-based learning experiences to students, including guest speakers, field trips to businesses and colleges, and opportunities for competitions and internships.

These achievements are a direct result of ongoing collaboration, planning and professional development for our teachers and counselors. These focused efforts have demonstrated strong increases in college and career readiness for all of our students. As we begin to implement more systematic data collection, review and analysis, we will be attending to the specific needs of student subgroups in the various benchmarks evaluating college and career readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and actual expenditures have resulted from ongoing refinement of our LCAP and initiatives that are still in the development and planning stage, and as yet, have not been implemented with a significant cost associated.

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

Some actions have been moved from different goals as we consolidated the number of goals from four to three. These changes are identified in the actions section of the new goals.

Goal 4

To provide a positive school climate community

(Basic Services - Ensure the school is properly staffed with certificated, classified and administrative personnel and is properly operated and maintained pursuant to applicable laws including the Williams Act.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities: All Student are Responsible Citizens

Annual Measurable Outcomes

Expected		Actual
Attendance Rate	2018-19 Maintain target attendance rate of 95% throughout the school yea.	2017-18 annual attendance rate was 94.6%.
Chronic Absenteeism Rate	2018-19 Decrease number of students chronically absent by 10 students compared to previous year.	Met - Chronically absent students decreased by 12 students from 488 students in 2016-17 to 476 in 2017-18.
Frequency of student to counselor 1on1 meetings.	2018-19 Establish a baseline of frequency of student interaction with GLA certificated staff by grade. <i>Original target moved to Goal 4.</i>	Establishment of baseline not completed.
Expulsion Rate	2018-19 Maintain an expulsion rate of no more than .1 %	Met - Expulsion rate of 0.05% in 2017-18 well below 0.1% target maximum.

Suspension Rate	2018-19 Maintain suspension rate at less than 1%.	Suspension rate of 2.7% during 2017-18.
Graduation Rate	2018-19 Maintain graduation rate of 95% or better.	Graduation rate for four year cohort decreased to 89.1% for 2017-18.
Dropout Rate	2018-19 Reduce dropout rate by 1%.	Met - Dropout rate of 0.6% is below the target maximum of 1%.
Percentage of students participating in extracurricular programs.	2018-19 Increase % of students participating in extracurricular programs by 5%.	Not available.
Number of student referrals to the dean's office.	2018-19 Decrease the number of student referrals to the dean's office by 5%.	Number of students with an assertive discipline record was 616 students during 2017-18, an increase from 538 students during 2016-17.
Percentage of participation in qualified free/reduced lunch program.	2018-19 Increase qualified free/reduced lunch participation to 70%.	
Increase percentage of students who report that they feel Safe or Very Safe on the annual California Healthy Kids Survey.	2018-19 Increase % of students who report Safe or Very Safe on annual CHKS by xxx percentage points.	The 2017-18 CHKS Survey results indicate that 62% perceive school as Very Safe or Safe.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to utilize PSW to address social emotional student experiences.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented and added a third full time Psychiatric Social Worker position. Plan to add a 4th PSW by year end.</p>	<p>\$250,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintain safe, clean, secure facilities to sustain an environment conducive to learning and increased student achievement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented with full time facilities and security teams.</p>	<p>\$4,782,331 - LCFF - 2000-2999 Classified Salaries</p> <p>\$4,704,948 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$5,166,903 - LCFF - 2000-2999 Classified Salaries</p> <p>\$6,674,073 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide active and effective supervision of all students throughout the school day.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implemented with full time security staff.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to provide 24-hour security to ensure safe, graffiti free environment.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implemented with camera and security systems and weekend/evening security staff.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools		

Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.	Implemented with full time RN and full time LVN positions.		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Expand drug and alcohol awareness program school-wide and provide support program to affected students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented with Every 15 Minutes program, K-9 Police Drug Dog, Partnership with Insight treatment Center, support from 3 full time PSWs, community task force and student counseling groups with focus on substance use and abuse.</p>		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue professional development and training of various staff groups to ensure safe and secure school facility.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development and training included:</p> <p>Suicide Prevention Training, Mandated Reporter Training, Safe Schools Training,</p>		

	BSET Self-care PD, Blood Borne Pathogens, PFA Training, CPR/First Aid, Sexual Harrassment		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue professional development and training for all staff regarding best practices to ensure safe schools, including child abuse reporting, blood borne pathogens, sexual harassment, etc.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented with Charter Safe and Safe Schools training.</p>		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide ongoing professional development and training of teachers and counselors in social-emotional welfare of students including identifying suicidal ideation, bullying, cyberbullying and student discipline.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented with Anti-Bullying training, counselor training, new teacher cadre training, suicidal ideation PD/Training for counselors.</p>		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue development and implementation of Positive Behavior Intervention & Support (PBIS) program for implementation in 2018-2019.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implemented		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue programs to address student discipline needs.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implemented with full time dean positions; Saturday School, afterschool discipline programs.		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$3,188,320 - LCFF - 2000-2999 Classified Salaries	\$3,137,485 - LCFF - 2000-2999 Classified Salaries

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue programs to provide social-emotional-behavioral support for all students including targeted subgroups.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented with counselor-run groups, full time PSWs and Ruby Payne training.</p>		
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Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development and training, differentiated to reflect needs of various subgroups, to teachers and support staff to improve student engagement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented: Pre-AP Training; Ruby Payne Training; Charlotte Danielson Framework; EL Training; NGSS; Math training and ongoing PD with Center for Teaching and Learning; MTSS training; Socio-emotional needs; Accountability Standards Conference; Educating for Careers (CTE) Conference; Ongoing PD For Universal Design for Learning.</p>		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p>	<p>\$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Continue to supplement differentiated cost for reduced price breakfast and lunch participants.</p>	<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Implemented</p>		
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Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue campaigns and promotions to increase school breakfast and lunch participation.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented.</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Continue to provide attendance and social-</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African-American</p> <p>Location: All Schools</p> <p>Implemented with support personnel PSA</p>		

emotional support to identified subgroup.	position.		
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Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Hispanic</p> <p>Location: All Schools</p> <p>Continue to provide attendance and social-emotional support to Hispanic student subgroup.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Hispanic</p> <p>Location: All Schools</p> <p>Implemented with PSA and PSW full time positions.</p>		

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Explore and implement campus-based options more appropriate for a single site to provide social-emotional and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Planned implementation of Dual-Immersion program for Newcomers in 2019-2020.</p>		

sites.			
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Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue use of stakeholder surveys including <i>California Healthy Kids Survey (CHKS)</i> annually to identify needs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented.</p>		

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 3: Provide guidance and counseling services to support increased attendance rates:</p> <ul style="list-style-type: none"> • Student support staff will identify chronic absentees and provide tiered intervention to address such • Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Reorganized counseling staff by grades; full time PSA counselor position. Support provided by Grade Level Leads.</p>		

- PSA Counselor (1 FTE) will be employed to address attendance issues.

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Action/Service 5:</i> Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PD included: MTSS, Ruby Payne Culture of Poverty training; working to develop and implement socio-emotional learning curriculum.</p>		

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Action/Service 8:</i> Provide services to Foster Youth:</p> <ul style="list-style-type: none"> • Counselors will collaborate with 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continued implementation of PBIS</p>		

student support services personnel to ensure appropriate services for Foster Youth. <ul style="list-style-type: none"> • Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth. 			
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Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 21: Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Planned Dual-Immersion Newcomer Program for 2019-2020.</p>		

Analysis

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

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

Summary of Needs:

BCCHS maintains a safe, secure, clean and welcoming campus that reflects high levels of school pride and student engagement. After analyzing stakeholder survey data, including parent surveys, the California Health Kids Survey, and attendance and engagement at both student and parent

events, we know that generally, students and parents feel positively toward Birmingham. Students feel safe and cared-for by teachers and staff. Parents have access to information and resources to support their students' learning, behavioral and socio-emotional needs. Furthermore, the percentage of parents attending parent information sessions, college information nights, and parent classes on campus through our FACTOR program continues to increase. While we maintain a positive school climate overall, we recognize that there are some areas of growth for our school community with regard to positive school climate. First, we have low percentages of parent participation and engagement throughout the school year at open house, back to school night, PTSA meetings, in school governance committees, and generally, with using our student information system, Aeries, to access information about their student's academic progress. We need to ensure all parents have access to information about resources we provide as well as equip them with access to technology learning and translation services to best support and engage them. While our suspension and expulsion rates have remained lower than the district, county and state, the suspension rate has been higher for our African American student subgroup, and recently, has increased as a result of fighting and student drug use. Another area of concern is our chronic absenteeism rate which has been higher than the district. We recognize the need to aggressively address these areas to continue providing a positive school climate and community.

Actions in Response to Articulated Needs:

In order to continue providing a positive school climate and community, we are addressing student and parent engagement and access as well as addressing socio-emotional needs that often result in negative behaviors such as drug use and chronic absenteeism.

We have increased support personnel to address socio-emotional needs of students:

- Four full time psychiatric social workers provide intervention and support services with one-on-one counseling to students, run counseling groups for students, and coordinate referrals to outside service providers for more severe needs.
- A full time PSA counselor works directly with students to address chronic absenteeism and provide resources to help students improve attendance at school.
- Four grade-level deans work directly with students to prevent and address behavioral issues through parent phone calls and meetings, student behavior contracts, counseling and mentoring, and referrals to support services on campus and with partner agencies.
- An EL Coordinator oversees services provided to EL students to support their positive engagement in school and progress toward reclassification and graduation.
- Special Education Coordinator, Designated Instructional Service Coordinator and Paraprofessionals advocate for and serve the needs of our Students with Disabilities, working directly with behavioral expectations and strategies to meet identified goals.
- Positive Behavior Intervention and Supports (PBIS) Coach assists the implementation school-wide of PBIS initiatives

We have provided increased access for parents through additional personnel, governance committees and community resources at BCCHS:

- Our bilingual Parent Center Liaison provides parents with school information, parent classes, translation services and access to school and community resources.
- School governance committees, (BCCHS Governing Board, School Site Council, English Learner Advisory Committee), and our PTSA afford parents the opportunity to inform school policy, procedures and decisions affecting the educational program.
- Increasing enrollment in and access to parent classes through the FACTOR program and Because I Love You program

We have begun to analyze data regarding student access and use of services as they relate to positive student outcomes:

- Tracking counselor contacts with students and with families
- Tracking attendance, suspension and expulsion data to identify high risk students and proactively respond with services
- Identifying in-coming 9th graders with at-risk markers (low 8th grade SBAC scores, low overall middle school GPA, behind in credits, poor attendance, etc) to provide proactive services at the beginning of 9th grade
- Tracking outcome data of intervention services to evaluate effectiveness of programs and modify accordingly.

- Identifying and providing supports to students eligible for NSLP.
- Identifying needs for additional information sessions (including conducting meetings in Spanish) to inform parents of the benefits of various academic and extracurricular programs.

Conclusions:

Birmingham enjoys a positive school climate overall. Students and families are engaged and feel safe and secure on our campus. We have an abundance of resources to meet academic, behavioral and socio-emotional needs. We are beginning to collect and analyze data regularly to inform the way we implement programs on campus. We need to continue to improve the regularity of our data collection, analysis and program evaluate to ensure we are responding in a timely way to identified needs among our student and parent constituencies.

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

Our improved actions and services to ensure a positive school climate and community are proving to be effective. Both the ongoing improved data collection and tracking of student contacts with support providing and the increase in overall services and support personnel have shown to create positive results on our campus. Specifically, we have increased our monitoring of student and family contacts with counselors and informational sources through our student information system. Regular review of these data points directs us as to where we can improve the contacts and follow up with students and families. The increase in support providers, including specialized support personnel for our English Learner and Students with Disabilities has allowed the number of suspensions and expulsions in those populations to decrease. Furthermore, suspensions and expulsions overall have decreased schoolwide, attendance and graduation rates have increased and the number of referrals for support services such as one-on-one and group counseling as well as referrals to outside agencies have increased, demonstrating an improved process for recognizing students social-emotional needs and addressing them with a variety of interventions. Some of the specific outcomes are identified below:

In the annual CHKS survey, 62% of student respondents perceive the school as very safe or safe.

Increased support personnel include: three PSWs, one PSA, grade level leads, and increased coordination between academic counselors.

Increased participation with groups supporting a college-going culture for African American students.

For EL students, bilingual aides in each EL classroom; support provided with additional tutors in ELD and content courses with high percentages of EL students. Addition of EL coordinator, EL Liaison working on grad, bi-lingual Parent Liaison, over-enrollment in Parent Institute with increased demand for more classes.

Completing first step of PBIS lessons in classroom and school-wide promotion. Robust intercollegiate sports programs and approximately 50 extracurricular clubs.

Increases in student participation with 1:1 and group therapy in addition to referrals to outside service providers - we are also adding another PSW for the 19-20 schoolyear.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal has been modified to combine both positive school climate and parent engagement to encompass all actions and services related to providing a positive school climate and community for all stakeholders. That change is reflected in our goals above.

Goal 5

To increase parent participation for student academic success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: All parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English learners, graduation rates, and college and career readiness.

Annual Measurable Outcomes

Expected		Actual
Percentage of parents utilizing school information system.	2018-19 Increase % parents enrolling in school information system (AERIES parent portal) by end of school year 5% over 2017-2018.	Met - During 2017-18, 88% of parents requested an AERIES account. This compares with 84% during 2016-17.
Percentage of parents attending school sponsored activities.	2018-19 Increase % parents attending identified school sponsored activities 5% over 2017-2018.	During 2017-18, parents attending school sponsored activities was established at 42.6%.
Percentage of parents attending informational workshops.	2018-19 Increase % parents attending identified informational workshops 5% over 2017-2018.	Met - During 2017-18, 28.1% of parents attended school informational workshops. This is an increase from 20% attendance during 2016-17.
Percentage of parents participating in school governance groups.	2018-19 Increase % parents participating in school governance groups 5% over 2017-2018.	Not determined.

<p>Percentage of parents responding to school requests for information.</p> <p>2018-19</p> <p>Increase % parents responding to surveys 2% over 2017-2018.</p>	<p>Met - Parents responding to school requests for information was 26.2% during 2017-18, compared to 5% during 2016-17.</p>
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide support for meaningful engagement of parents in decision making and advisory groups:</p> <ol style="list-style-type: none"> 1. Continue implementation of California Department of Educations (CDE) Parent Engagement Framework as foundational to the parent engagement system, per the LEA Plan. 2. Ensure parent engagement in School Site Council and English Learner Advisory Committee (ELAC) for input into LCAP, LEA Plan, and SPSA. 3. Increase number of parents participating in school governance and in decision-making regarding school initiatives attendance at Board meetings, participation in Board sub-committees, site councils, parent groups. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented with EL Master Plan, Single Plan for Student Achievement, FACTOR (parent engagement program)</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Provide training opportunities for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Implemented via FACTOR program and Saturday College Day to support/assist with Senior College Applications.	\$5,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Conference (2-3 people) - Title I or similar (repeated expenditure)	\$11,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan and/or SPSA.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Implemented with Freshman Parent Orientation Night, support provided by Grade Level Leads, Student Recognition Dinners and Grade-Level Orientation		

Action 4

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide materials and supplies for parent engagement including:</p> <ol style="list-style-type: none"> 1. Student/Parent Handbook. 2. Parent Newsletters. 3. Pamphlets on high-interest topics such as college planning. 4. Additional information packets . 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented.</p>		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per SPSA.</p> <ol style="list-style-type: none"> 1. BCCHS website - Parent and Community sections 2. AERIES web-based attendance and grading system 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implemented.</p>		

Analysis

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

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

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.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Throughout the school year, we involved stakeholders to comment on and review progress in implementing our existing LCAP and revising goals and actions for the coming year. We include parents, students, faculty, school leadership and community members to contribute ideas and suggestions to the LCAP, school-wide and specialized programs, and budget allocations in school committee meetings such as School Site Council, ELAC, the BCCHS Governing Board, PTSA, and by making meeting minutes and LCAP documents available on our school website and upon request in various offices on campus. Finally, we annually conduct a parent survey to address the goals and priorities of our educational program and gauge parent views on each of our priorities.

Impact on LCAP and Annual Update

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

Parent surveys and feedback assisted us in the development of additional actions for each goal, particularly the positive school climate. As needs were identified through parent surveys and in public committee meetings and discussions, actions were modified or updated, and in some cases, added to the LCAP goals to ensure we put a solution into place where there was an articulated need.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

To ensure all students demonstrate proficiency in all content areas

Note: Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities: Increase Achievement/Proficiency in English and Math

Identified Need:

High academic achievement among our students school-wide and among significant subgroups continues to be the main driver of our educational program objectives. While we have seen steady gains in both ELA and math, we recognize all students must achieve mastery of ELA, math and NGSS curriculum. We need to provide strong professional development for our teachers to continue providing an excellent instructional program; we also need to invest in current instructional materials and technology to provide equitable access for our students. Finally, our students need support personnel to ensure they have access to all of the intervention, enrichment and support resources available to them. Of particular importance is the performance gap among some of our student subgroups, which will receive focused support in the coming year to ensure academic gains across the curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of eligible students enrolled in courses aligned to the CA Content Standards.	100% of students.	100% of students.	100% of students.	100% of students.

Percentage of teachers appropriately assigned and fully credentialed in the subject area to which they are assigned.	100% of teachers.	100% of teachers.	100% of teachers.	100% of teachers.
Percentage of students school wide meeting or exceeding the SBAC ELA standard.	64% of students school wide meeting or exceeding the SBAC ELA standard in 2015-2016.	Increase % students school wide meeting or exceeding the SBAC ELA standard to 71%.	Increase % students school wide meeting or exceeding the SBAC ELA standard to 70%.	Increase % students school wide meeting or exceeding the SBAC ELA standard to 72%.
Percentage of students school wide meeting or exceeding the SBAC Math standard.	26% of students school wide met or exceeded the SBAC Math standard in 2015-2016.	Increase % students school wide meeting or exceeding the SBAC Math standard to 31%.	Increase % students school wide meeting or exceeding the SBAC Math standard to 32%.	Increase % students school wide meeting or exceeding the SBAC Math standard to 34%.
Increase in percentage points of students in subgroups meeting or exceeding the SBAC ELA standard.	<p>Increase in percentage points of students in subgroups meeting or exceeding the SBAC ELA standard in 2015-2016:</p> <p>NSLP +22%</p> <p>SWD +5%</p> <p>EL +11%</p> <p>African-American +23%</p> <p>Asian +29%</p>	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2016-17.	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2017-18.	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2018-19.
Increase in percentage points of students in subgroups meeting or exceeding the SBAC Math standard.	<p>Increase in percentage points of students in subgroups meeting or exceeding the SBAC Math standard:</p> <p>NSLP +13%</p> <p>SWD 6%</p>	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2016-17.	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2017-18.	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2018-19.

	EL +1% Hisp +13% White +13% A-A 15% Asian +7%			
Percentage of EL students advancing one proficiency level on CELDT/ELPAC.	Percentage of EL students advancing one proficiency level on CELDT in 2015-2016 = (2.7)%.	Increase % EL students advancing one proficiency level on CELDT/ELPAC 2 percentage points.	Increase % EL students advancing one proficiency level on CELDT/ELPAC 2 percentage points.	Increase % EL students advancing one proficiency level on CELDT/ELPAC 2 percentage points.
School wide CAST Science Results	N/A	N/A	N/A	Increase % students meeting or exceeding CAST standards 2 percentage points over baseline results from 2018-19.
Subgroup CAST Science Results	N/A	N/A	N/A	Increase % students in subgroups meeting or exceeding CAST standards 2 percentage points over baseline results from 2018-19.
Annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Establish annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Establish annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Maintain annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Identify and establish annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).
Percentage of students earning score of 3 or better on AP exams.	Percentage of students earning score of 3 or better on AP exam ???	Increase % students earning score of 3 or better on AP exams 5 percentage points over 2016-17.	Increase % students earning score of 3 or better on AP exams 2 percentage points over 2017-18.	Increase % students earning score of 3 or better on AP exams 2 percentage points over 2018-19.

Percentage of students passing the FitnessGram by the senior year.

Percentage of students passing the FitnessGram by the senior year in 2016-2017 = ???

Increase % students passing the FitnessGram by the senior year 10 percentage points over 2016-17.

Increase % students passing the FitnessGram in grade 9 5 percentage points over 2017-18.

Increase % students passing the FitnessGram in grade 9 4 percentage points over 2018-19.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned.

2018-19

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

Unchanged Action

Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned.

2019-20

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

Unchanged Action

Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned. This includes teachers in all subject matter areas and CTE teachers with designated subjects credentials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$16,289,239	\$11,573,044
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teachers
Amount	\$0	\$0	\$4,924,802
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Certificated Benefits
Amount	\$0	\$0	\$1,240,050
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Admin
Amount	\$0	\$0	\$389,052
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Admin Benefits

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study. Topics to be included are:

- SDAIE strategies
- Differentiation strategies
- Culturally and linguistically relevant instruction

2018-19

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

Modified Action

Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study.

2019-20

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

Modified Action

Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study. All teachers, including CTE teachers, will engage in professional development to support students' mastery of content knowledge and skills.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$113,032 (repeat expenditure)	\$0	\$12,000 (repeat expenditure)
Source	Federal Revenues - Title I		LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PD - Required encumbrance for PI school.		5000-5999 Services and Other Operating Expenses; PD for CTE teachers to employ strong instructional strategies to support all CTE students.
Amount	\$3,000 (repeat expenditure)	\$0	\$0
Source	Federal Revenues - Title III		
Budget Reference	5000-5999 Services and Other Operating Expenses; PD - Instructional Strategies for co-eligible EL-SpEd students		
Amount	\$8,000	\$0	\$0
Source	Federal Revenues - Title III		
Budget Reference	5000-5999 Services and Other Operating Expenses; PD - EL Instructional Strategies for Core Disciplines		

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to:

- Deepen instructional skills
- Develop effective classroom management systems
- Plan effective lessons
- Problem solve classroom issues
- Meet all compliance requirements

2018-19

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

Unchanged Action

Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to:

- Deepen instructional skills
- Develop effective classroom management systems
- Plan effective lessons
- Problem solve classroom issues
- Meet all compliance requirements

2019-20

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

Unchanged Action

Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to:

- Deepen instructional skills
- Develop effective classroom management systems
- Plan effective lessons
- Problem solve classroom issues
- Meet all compliance requirements

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$199,953
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Instructional Coaches
Amount	\$0	\$0	\$76,062
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Unchanged Action	Modified Action
Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students.	Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students.	Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students. Provide collaboration time during workdays and non-work days, including summer planning time, for CTE teachers to align curriculum to model curriculum standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,031	\$14,031 (repeat expenditure)	\$14,031 (repeat expenditure)
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	5000-5999 Services and Other Operating Expenses; PD - Collaboration Mtgs - ELA and Math with EL and SpEd Teachers	5000-5999 Services and Other Operating Expenses; PD - Collaboration Mtgs - ELA and Math with EL and SpEd Teachers	5000-5999 Services and Other Operating Expenses; PD - Collaboration Mtgs - ELA and Math with EL and SpEd Teachers; CTE Teachers in cohorts to develop curriculum with MCS
Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Collaboration time and PD for CTE teachers to develop curriculum and lesson

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Expand tutoring programs for all students including targeted student populations.

2018-19

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

Unchanged Action

Continue expand tutoring programs for all students including targeted student populations.

2019-20

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

Unchanged Action

Continue expand tutoring programs for all students including targeted student populations.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$250,000	\$250,000 (repeat expenditure)	\$250,000 (repeat expenditure)
Source	LCFF	LCFF	Federal Revenues - Title I

Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$21,000	\$21,000 (repeat expenditure)	\$21,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Alternative Supports (formerly SES) - Tutoring Vendor	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$25,000	\$25,000 (repeat expenditure)	\$25,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Homeless Student Supports	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$490,461"/>

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental/Concentration	4000-4999 Books and Supplies; Supplemental/Concentration	4000-4999 Books and Supplies; Supplemental/Concentration
Amount	\$0	\$0	\$1,338,291
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Continue Freshman Orientation program to ensure all incoming 9th grade students receive an introduction to skills needed for high school success and to support all students success in a college-going culture

2018-19

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

Modified Action

Continue Freshman and Sophomore Orientation programs to ensure all incoming 9th and 10th grade students, respectively, receive an introduction to skills needed for high school success and to support all students success in a college-going culture.

2019-20

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

Modified Action

Continue summer orientation programs for all grades to ensure all incoming students receive an introduction to skills needed for high school success and to support all students success in a college-going culture.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500 (repeat expenditure)	\$6,500 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies; School Planners (50% of cost) see Goal 1 Action 9	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$60,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.

2018-19

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

Unchanged Action

Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.

2019-20

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

Unchanged Action

Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$22,750	\$22,750 (repeat expenditure)	\$22,750 (repeat expenditure)

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; .25 FTE - READ 180 Instruction	2000-2999 Classified Salaries	1000-1999 Certificated Salaries

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide and train additional personnel to broaden use of CAASPP ICAs to determine and monitor student progress in ELA and Math.

2018-19

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

Modified Action

Provide and train additional personnel to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA and Math.

2019-20

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

Modified Action

Provide and train additional certificated and classified personnel, including Testing Coordinator, to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA, math and NGSS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$99,562
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Testing Coordinator
Amount	\$0	\$0	\$27,285
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include:

- Achieve3000
- Acellus
- Math XL
- eMath

2018-19

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

Unchanged Action

Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include:

- Achieve3000
- Acellus
- Math XL
- eMath

2019-20

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

Unchanged Action

Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include:

- Achieve3000
- Acellus
- Math XL
- eMath

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000 (repeat expenditure)	\$200,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide professional development to Math teachers to: <ul style="list-style-type: none"> • Deepen knowledge and application of CA Math Practice Standards • Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach • Administer the UCLA Math Project Assessment as pre- and posts-tests to identify learning needs in Math 	Provide professional development to Math teachers to: <ul style="list-style-type: none"> -Deepen knowledge and application of CA Math Practice Standards -Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach -Administer pre- and post- assessments to identify learning needs in Math. -Support implementation of new Algebra 2 curriculum. 	Provide professional development to Math teachers to: <ul style="list-style-type: none"> -Deepen knowledge and application of CA Math Practice Standards -Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach -Administer pre- and post- assessments to identify learning needs in Math. -Support implementation of new Algebra 2 curriculum.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$150,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental Concentration - Ivan Chang CTL PD for math

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental/Concentration - Co-teaching

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through:

- Curriculum planning
- Instructional strategy development
- Data analysis
- CELDT Boot Camp preparation

2018-19

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

Modified Action

Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through:

- Curriculum planning
- Instructional strategy development
- Data analysis
- ELPAC Boot Camp preparation

2019-20

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

Modified Action

Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through:

- Curriculum planning
- Instructional strategy development
- Data analysis
- ELPAC Boot Camp preparation

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PD - EDGE - Summer Teacher Training	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Supplemental/ Concentration
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PD for EDGE (during School Year)	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Supplemental/Concentration

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$45,500	\$45,500 (repeat expenditure)	\$45,500 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Campus-based supports for students newly arrived to the U.S.	5000-5999 Services and Other Operating Expenses; Campus-based supports for students newly arrived to the U.S.	5000-5999 Services and Other Operating Expenses; Supplemental/ Concentration : Campus-based supports for students newly arrived to the U.S.
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	LCFF
Budget Reference	4000-4999 Books and Supplies; EL Students - Supplemental Vocabulary Materials	4000-4999 Books and Supplies; EL Students - Supplemental Vocabulary Materials	5000-5999 Services and Other Operating Expenses; Supplemental/ Concentration: EL Students - Supplemental Vocabulary Materials

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and after-school academic programs.

2018-19

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

Continue professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and after-school academic programs

2019-20

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

Continue professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and after-school academic programs

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental and Concentration - Equity training for counselors

Action 16

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.

2018-19

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

Unchanged Action

Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.

2019-20

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

Unchanged Action

Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$125,000

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
Provide training to selected personnel to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.

2018-19

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

Modified Action
Continue training to selected personnel to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.

2019-20

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

Modified Action
Continue EL supports to include specialized personnel with EL authorization to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$90,894
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental/Concentration - EL Coordinator
Amount	\$0	\$0	\$179,473
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Supplemental/Concentration - EL Liaison and Bilingual Aides
Amount	\$0	\$0	\$189,935
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 18

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Continue Birmingham Summer School to provide credit recovery and enrichment opportunities.

2018-19

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

New Action

Continue Birmingham Summer School to provide credit recovery and enrichment opportunities.

2019-20

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

New Action

Continue Birmingham Summer School to provide credit recovery, enrichment opportunities and access to CTE course pathways.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300,000	\$300,000 (repeat expenditure)	\$300,000 (repeat expenditure)

Source	LCFF	LCFF	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
Expand college classes to provide college and career readiness opportunities

2018-19

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

Unchanged Action
Expand and/or maintain college classes to provide college and career readiness opportunities

2019-20

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

Unchanged Action
Expand and/or maintain college classes to provide college and career readiness opportunities

Budgeted Expenditures

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

Budget
Reference

1000-1999 Certificated Salaries;
Supplemental and Concentration

Action 20

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Increase the rigor of honors level courses to prepare students for the rigor and expected outcomes of AP courses to increase the number of students who have access to advanced courses.

2018-19

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

Unchanged Action

Increase the rigor of honors level courses to prepare students for the rigor and expected outcomes of AP courses to increase the number of students who have access to advanced courses.

2019-20

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

Modified Action

Increase the rigor of honors level and AP courses.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Professional Development for AP/Honors teachers

Action 21

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$206,272
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental/Concentration - Special Education Coordinator and School Psychologist
Amount	\$0	\$0	\$103,776
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental/Concentration - DIS Counselor / ERICS
Amount	\$0	\$0	\$116,135
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 22

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Create accelerated course pathways in the master schedule to increase the number of students who have access to advanced courses.

2018-19

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

Create accelerated course pathways in the master schedule to increase the number of students who have access to advanced courses.

2019-20

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

Create accelerated course pathways in the master schedule to increase student access to instructional opportunities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental/Concentration - additional course sections
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Supplemental/ Concentration

Action 23

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Implement identified program to provide academic support to African American students to close the achievement gap.

2018-19

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

Implement targeted academic support to African American students to close the achievement gap.

2019-20

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

Implement targeted academic support to African American students to close the achievement gap.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$46,451"/>

Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental/Concentration - Support Specialist for African American students
Amount	\$0	\$0	\$100,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental /Concentration - Enrichment activities, Village Nation, HBCU

Action 24

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).

2018-19

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

Unchanged Action

Provide professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).

2019-20

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

Unchanged Action

Provide professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$100,000	\$100,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 25

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Maintain appropriate support staff to implement all aspects of the IEP to provide curricular access and increased student achievement for SWD.

2018-19

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

Maintain appropriate support staff to implement all aspects of the IEP to provide curricular access and increased student achievement for SWD.

2019-20

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

Maintain appropriate personnel and training to ensure compliance in all aspects of the IEP and to provide curricular access and increased student achievement for SWD.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration

Action 26

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide professional development for all science teachers for NGSS and the new CA Science Framework and for all social studies teachers for the new CA Social Studies Framework to increase content knowledge and instructional expertise to effectively shift classroom deliver to align with an inquiry-based, student-centered approach.

2018-19

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

Unchanged Action

Provide professional development for all science teachers for NGSS and the new CA Science Framework and for all social studies teachers for the new CA Social Studies Framework to increase content knowledge and instructional expertise to effectively shift classroom deliver to align with an inquiry-based, student-centered approach.

2019-20

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

Modified Action

Provide professional development, including UCLA Center X training in CDE CAST, Stanford NGSS and the new CA Science Framework, for all science teachers to increase content knowledge and instructional expertise and to effectively shift classroom delivery to align with an inquiry-based, student-centered approach.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,001	\$48,001 (repeat expenditure)	\$100,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PD Encumbrance for PI School (See Goal 1 Action 2 for remainder)	5000-5999 Services and Other Operating Expenses; PD Encumbrance for PI School (See Goal 1 Action 2 for remainder)	5000-5999 Services and Other Operating Expenses; PD Encumbrance for PI School (See Goal 1 Action 2 for remainder)

Action 27

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
Increase student access to instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency in all content areas.

2018-19

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

Unchanged Action
Increase student access to instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency in all content areas.

2019-20

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

Modified Action
Increase access to instructional technology tools to ensure all students, especially those in significant subgroups, have multiple methods to learn and demonstrate proficiency in all content areas.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$200,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Supplemental and Concentration

Action 28

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide professional development to all teachers regarding the effective use of technology to ensure all students have access to all curricula and increase student achievement.

2018-19

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

Unchanged Action

Provide professional development to all teachers regarding the effective use of technology to ensure all students have access to all curricula and increase student achievement

2019-20

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

Modified Action

Staff a certificated Tech Coordinator/Coach to support teachers in the effective use of instructional technology to increase student achievement

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$102,392
Source			Federal Revenues - Title II
Budget Reference			1000-1999 Certificated Salaries; Technology Coordinator
Amount	\$0	\$0	\$46,468
Source			Federal Revenues - Title II
Budget Reference			3000-3999 Employee Benefits

Action 29

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 Group(s): English Learners; African-American

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups.

2018-19

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

Unchanged Action

Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups.

2019-20

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

Modified Action

This action consolidated with action 28.

Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups.

Action 30

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Moved from Goal 2: Incorporated intervention programs both inside and outside of the school day.

2018-19

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

Modified Action

Moved from Goal 2 - Action/Service 1:
Continue to provide Math, ELA and science intervention programs both inside and outside of the school day

2019-20

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

Modified Action

Moved from Goal 2 - Action/Service 1:
Continue to provide Math, ELA and science intervention programs both inside and outside of the school day

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$130,000

Source		LCFF
Budget Reference		4000-4999 Books and Supplies; Chromebooks

Action 31

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Moved from Goal 2: Provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:

- English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring.
- Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification
- Training for counselors and

Moved from Goal 2 - Action/Service 7: Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:

- English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring.
- Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification

Moved from Goal 2 - Action/Service 7: Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:

- English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring.
- Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification

administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics.

- Continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics.

- Continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics.

Action 32

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Moved from Goal 2: Plan, develop, and implement specialized resources, services and ELD courses to support Tong-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.

2018-19

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

Moved from Goal 2 - Actions/Services 14: Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.

2019-20

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

Moved from Goal 2 - Actions/Services 14: Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$90,894
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration - EL Coord
Amount	\$0	\$0	\$55,031
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 33

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Moved from Goal 2 - Action/Service 14:

Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.

Moved from Goal 2 - Action/Service 17:

Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.

Moved from Goal 2 - Action/Service 17:

Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration

Action 34

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Moved from Goal 2: Provide coaching support and Universal Design for Learning (UDL) training for co-teachers.

2018-19

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

Modified Action

Moved from Goal 2 - Action/Service 18: Continue to provide Universal Design for Learning (UDL) training for teachers and administrators.

2019-20

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

Modified Action

Moved from Goal 2 - Action/Service 18: Continue to provide Universal Design for Learning (UDL) training for teachers and administrators.

Action 35

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

2018-19

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

New Action

2019-20

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

New Action

Increase A-G class offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions.

Modified Goal

Goal 2**To increase student college and career readiness****Note:** Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities: All Students are at least CSU eligible and participate in a CTE exploration pathway.

Identified Need:

Preparation for higher education and future employment are of critical importance for our students. All of our students need access to rigorous standards-based college preparatory curriculum, soft skills, and hands-on real world learning experiences that come through exposure to career pathways and college preparatory experiences. Students need strong counseling and instruction in order to navigate the complexities of a-g approved coursework, CSU/UC admissions requirements, application processes, Advanced Placement and college-articulated coursework, and experience in higher level college and CTE pathway coursework. Lastly, we have a few student subgroups which need additional focused support and resources to increase a-g completion, AP Enrollment and pass rates, graduation rates, and college acceptance/entrance rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students school wide who meet or exceed the SBAC ELA standard.	64% of students school wide met or exceeded the SBAC ELA standard in 2015-2016.	Increase % students school wide meeting or exceeding the SBAC ELA standard to 71% (See Goal 1).	Increase % students school wide meeting or exceeding the SBAC ELA standard to 70% (See Goal 1).	Increase % students school wide meeting or exceeding the SBAC ELA standard to 72% (See Goal 1).
Percentage of students school wide meeting or exceeding the SBAC Math standard.	26% of students school wide met or exceeded the SBAC standard in 2015-2016.	Increase % students school wide meeting or exceeding the SBAC Math standard to 31% (See Goal 1).	Increase % students school wide meeting or exceeding the SBAC Math standard to 32% (See Goal 1).	Increase % students school wide meeting or exceeding the SBAC Math standard to 34% (See Goal 1).

Percentage points increase of students in subgroups meeting or exceeding the SBAC ELA standard.	Percentage point increase of students in the following subgroups met or exceeded the SBAC ELA standard: NSLP +22% SWD +5% EL +11% Hisp + 15% White + 6% A-A + 23% Asian +29%	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2016-17 (See Goal 1).	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2017-18 (See Goal 1).	Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2018-19 (See Goal 1).
Percentage points increase of students in subgroups meeting or exceeding the SBAC Math standard.	Percentage point increase in subgroups met or exceeded the SBAC Math in 2015-2016: Soc-Ec +23% SWD +5% EL +11% Hisp +23% White +7% A-A +24%	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2016-17 (See Goal 1).	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2017-18 (See Goal 1).	Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2018-19 (See Goal 1).
Percentage of EL students advancing one proficiency level on CELDT/ELPAC.	Percentage of EL students advancing one proficiency level on CELDT in 2015-2016 = (2.7)%	Increase % EL students advancing one proficiency level on CELDT /ELPAC 2 percentage points (See Goal 1).	Increase % EL students advancing one proficiency level on CELDT /ELPAC 2 percentage points (See Goal 1).	Increase % EL students advancing one proficiency level on CELDT /ELPAC 2 percentage points (See Goal 1).
Schoolwide CAST Science results	2018-19 CAST results (not published yet).	N/A	N/A	Increase % students meeting or exceeding CAST standards 2 percentage

				points over baseline results from 2018-19.
Subgroup CAST Science Results	2018-19 CAST results (not yet published).	N/A	N/A	Increase % students in subgroups meeting or exceeding standards 2 percentge points over baseline results from 2018-19.
End of course proficiency in New Generation Science Standards (NGSS)	Measure of student progress toward end of course proficiency in New Generation Science Standards (NGSS).	N/A	N/A	Identify and establish measure of student progress toward end of course proficiency in New Generation Science Standards (NGSS).
Graduation Rate	Graduation rate for 2015-2016 (4-year cohort) = 93.6%	Increase graduation rate 1 percentage point over 2016-17 (4-year cohort) (Goal 2).	Increase graduation rate 1 percentage point over 2017-18 (4-year cohort) (Goal 2).	Increase graduation rate 1 percentage point over 2018-19 (4-year cohort) (Goal 2).
Dropout Rate	2015-16 4.5% (1-yr cohort) 4.3% (4-yr cohort)	Reduce dropout rate 1 percentage point over 2016-17 (Goal 2).	Maintain dropout rate that does not exceed 1%. (See also Goal 4)	Maintain dropout rate that does not exceed 1%.
Percentage students completing A-G requirements with C or better.	Percentage of students who completed A-G requirements with C or better in 2015-2016 = 35% 40.7% (278)	Increase % students completing A-G requirements with C or better 2 percentage points over 2016-17.	Increase % students completing A-G requirements with C or better 2 percentage points over 2017-18.	Increase % students completing A-G requirements with C or better 2 percentage points over 2018-19.
Percentage of students earning GPA greater than 2.0 (See Goal 1).	YTD 2016-17 (attend all SY) Gr. Ttl GPA Acad. GPA 9 2.27 2.18	Increase % students earning GPA greater than 2.0 10 percentage points over 2016-17 (See Goal 1).	Increase % all students, in aggregate, earning GPA more than 2.0, 2	Increase % students earning GPA more than

	<table><tr><td>10</td><td>2.42</td><td>2.36</td></tr><tr><td>11</td><td>2.53</td><td>2.46</td></tr><tr><td>12</td><td>2.68</td><td>2.60</td></tr><tr><td>Total</td><td>2.48</td><td>2.40</td></tr></table>	10	2.42	2.36	11	2.53	2.46	12	2.68	2.60	Total	2.48	2.40		percentage points over 2017-18 (See Goal 1)	2.0, 2 percentage points over 2018-19.
10	2.42	2.36														
11	2.53	2.46														
12	2.68	2.60														
Total	2.48	2.40														
Percentage of students completing CTE course sequence.	Percentage of students completing CTE course sequence in 2015-16 = 15%.	Increase % students completing CTE course sequence 3 percentage points over 2016-17.	Increase % students completing CTE course sequence 3 percentage points over 2017-18.	Increase % students completing CTE course sequence 3 percentage points over 2018-19.												
Percentage students taking SAT or ACT exams.	2015-16 SAT = 474 ACT = 118	Increase % students taking SAT or ACT exams 10 percentage points over 2016-17.	Increase % students taking SAT or ACT exams 5 percentage points over 2017-18.	Increase seniors taking SAT or ACT exams to 85%.												
Percentage of students enrolled in Advanced Placement (AP) classes.	Percentage of students enrolled in Advanced Placement (AP) classes in 2016-17. 2015-16 17.4% Cumulative enrollment w/ at least one AP course= 602/ 3464	Increase % students enrolled in Advanced Placement (AP) classes 3 percentage points over 2016-17 (See Goal 1).	Increase % students enrolled in Advanced Placement (AP) classes 3 percentage points over 2016-17.	Increase % students enrolled in Advanced Placement (AP) classes 3 percentage points over 2016-17.												
Enrollment in Advanced Placement (AP), by Subgroup (excluding SWDs).	2016-17 Asian = 26.1% A-A= 12.3% Filipino= 32.8% Hispanic= 19.6% White= 23.4% ELs= 3.7% SocioEcon	2017-18 Asian = 25.6% A-A= 20.3% Filipino= 42.6% Hispanic= 24.6% White= 24.2% ELs= 4.6% SocioEcon		Increase percentage of students, by ethnic and program subgroup (excluding SWDs), enrolled in Advanced Placement (AP) by 2 percentage point over 2018-19.												

	Disadvantaged = 20.3%	Disadvantaged = 25.2%		
Percentage of students earning score of 3 or better on AP exams (See Goal 1).	Percentage of students who earned score of 3 or better on AP exams 2014-15 46.8 % Total Students Tested: 550 Total tests w/ scores : 864 % of tests w/ 3 or better: 405	Increase % students earning score of 3 or better on AP exams 5 percentage points over 2016-17 (See Goal 1).	Maintain % all students, in aggregate earning score of 3 or better on AP exams based on 2017-18 results (See Goal 1).	Increase % students earning score of 3 or better on AP exams 2 percentage points.
Seniors applying to 4-year colleges and universities.	Establish baseline of number/percentage of seniors applying to 4-year colleges or universities.	N/A	N/A	Establish baseline of number/percentage of seniors applying to 4-year colleges or universities.
Number/percentage of seniors accepted to 4-year colleges and universities.	17-18: 298 accepted of 662 grads = 45% UCs = 14.2% or 94 students CSUs = 28.9% or 191 students Other 4-yr UNIs = 82.9% or 549 students 16-17: 289 accepted of 702 grads = 41.2% UCs= 10.1% or 71 students CSUs = 28.2% or 198 students Other 4-yr UNIs	N/A	N/A	Establish baseline of number/percentage of seniors accepted to 4-year colleges or universities.

Seniors accepted post-secondary educational institutions.	16-17: Accepted grads = 86.9% or 610 students. 17-18 Accepted grads = 82.9% or 662 students.	Increase % seniors accepted to post-secondary educational institutions to 80%.	Increase % seniors accepted to post-secondary educational institutions 5 percentage points over 2017-18.	Increase % seniors accepted to post-secondary educational institutions 5 percentage points over 2018-19.
Frequency of student to academic counselor face-to-face interactions.		Originally in Goal 4.	Increase student to academic counselor face-to-face interaction to at least once per semester.	Maintain 2018-19 student to academic counselor face-to-face interaction, at least once per semester.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action

Increase A-G class offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

•Continue curriculum development and instruction aligned with CA standards and A-G graduation requirements. See Goal 3 - Action Step 2.

2018-19

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

Modified Action

Monitor alignment of curriculum and instruction with CA standards and A-G graduation requirements.

2019-20

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

Modified Action

Monitor alignment of curriculum and instruction with CA standards, A-G graduation requirements, and CTE Model Curriculum Standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,085,039	\$717,950

Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$294,624
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$260,480
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; College & Career Counselors
Amount	\$0	\$0	\$124,951
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$144,800"/>

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Supplemental and Concentration - administration of PSAT and SAT

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Continue on-site SAT preparation opportunities for all students in all sub-groups.

2018-19

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

Continue on-site SAT preparation opportunities for all students and expand activities to increase number of participating students in targeted subgroups to increase college and career readiness.

2019-20

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

Continue on-site SAT preparation opportunities for all students and expand activities to increase number of participating students in targeted subgroups to increase college and career readiness.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$45,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental & Concentration

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide online classes to address credit deficiencies of all students.

2018-19

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

Unchanged Action

Provide online classes to address credit deficiencies of all students.

2019-20

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

Unchanged Action

Provide online classes to address credit deficiencies of all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$38,781
Source			LCFF

Budget Reference			1000-1999 Certificated Salaries; Accelerate courses
Amount	\$0	\$0	\$26,197
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

•Ensure that all English Learners are provided the support and information needed to apply to pursue post-secondary options including financial aid.

2018-19

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

Ensure that all English Learners are provided the support and information needed to apply to pursue post-secondary options including financial aid.

2019-20

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

Continue to provide College and Career Center personnel and resources to ensure that all students, including specific subgroups such as English Learners, are provided the support and information needed to apply to pursue post-secondary options including financial aid.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action
Provide targeted support in college and career readiness to identified subgroups: Hispanic/Latino, African American, SWD, English Learners

Budgeted Expenditures

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

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
Identify Homeless and Foster Youth Liaison to work in concert with administrators, counselors and teachers to ensure foster youths' appropriate educational placement; assist with transfer of grades, credits and records; facilitate immediate placement in academic intervention as necessary.

2018-19

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

Modified Action
Provide Homeless and Foster Youth Liaison to meet the needs of Foster Youth subgroup.

2019-20

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

Modified Action
Provide Foster Youth Liaison to provide services to Foster Youth subgroup and to ensure equitable access to education, opportunities to achieve academic success, and set and reach graduation and post-secondary goals.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$50,433
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration - Foster Youth Liaison
Amount	\$0	\$0	\$23,083
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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)

Specific Student Group(s): Homeless

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

New Action

Provide Homeless Youth Liaison to meet the needs of the homeless student subgroup.

2019-20

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

Unchanged Action

Provide Homeless Youth Liaison to meet the needs of the homeless student subgroup.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,433
Source			Federal Revenues - Title I

Budget Reference			1000-1999 Certificated Salaries; Homeless Youth Liaison
Amount	\$0	\$0	\$23,083
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

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)

Specific Student Group(s): Redesignated fluent English proficient

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Select school staff will monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPs.

2018-19

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

Unchanged Action

Select school staff will continue to monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPs.

2019-20

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

Modified Action

Continue to provide certificated and administrative staff of counseling center to ensure the following services:

- Monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP, enrollment in CTE pathways, and other elective courses to ensure college and career readiness for RFEPs.
- Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy upon graduation.

- | | | |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none">• Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses.• Monitor academic progress toward A-G completion to ensure all students meet graduation requirements (<i>moved from 18-19 Goal 2 - Action/Service 4</i>). |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Select school staff will monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPs.

2018-19

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

Select school staff will continue to monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP and elective courses to ensure college and career readiness for RFEPs.

2019-20

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

Continue to provide certificated and administrative staff of counseling center to ensure the following services:

- Monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP, enrollment in CTE pathways, and other elective courses to ensure college and career readiness for RFEPs.
- Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy upon graduation.

		<ul style="list-style-type: none"> • Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses. • Monitor academic progress toward A-G completion to ensure all students meet graduation requirements (<i>moved from 18-19 Goal 2 - Action/Service 4</i>).
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Supplemental and Concentration

Action 12

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Increase dual enrollment/college credit courses.

2018-19

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

Modified Action

Provide dual enrollment/college credit courses.

2019-20

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

Modified Action

Continue to staff an SAS Coordinator position to facilitate and provide dual enrollment/college credit courses as part of the enrichment program.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$7,500

Source		LCFF
Budget Reference		1000-1999 Certificated Salaries; SAS Coordinator

Action 13

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Continue to staff a full time CTE Coordinator to provide support services to CTE students, ensure high quality CTE programs, and monitor CTE program outcomes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$83,978

Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; Salary for full time Career Counselor
Amount	\$0	\$0	\$120,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Provide full time CTE Coordinator
Amount	\$0	\$0	\$53,663
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

Action 14

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Unchanged Action

Provide a full spectrum of CTE courses taught by highly qualified CTE Credentialed Faculty for students to enroll in pathway programs reflective of labor market jobs that are high wage, high demand, and high skill.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$960,056
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Salaries for CTE faculty with designated subjects credentials
Amount	\$0	\$0	\$337,087
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Modified Goal

Goal 3**To provide positive engagement.**

Note: Goal 4 To increase parent participation for student academic success is subsumed here.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities: All Student are Responsible Citizens

Identified Need:

Positive school climate is a need among our students; there are higher rates of drug and alcohol use among our students, and we need to address all aspects of students' socio-emotional welfare if they are going to make academic progress. Ensuring strong parent and community engagement with additional resources and support personnel is one strategy to address the increasing need among students for socio-emotional supports.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	YTD Attendance Rate AERIES 2016-2017 = 94.7%	Increase attendance rate to 95% .	Maintain target attendance rate of 95% throughout the school yea.	Maintain target attendance rate of 95% throughout the school yea.
Chronic Absenteeism Rate	Tenatative: <i>Definition-15 or + days: Yr W/leaves & Entire SY</i> 16-17 15% 13%	Decrease chronic absenteeism by 5%.	Decrease number of students chronically absent by 10 students compared to previous year.	Decrease number of students chronically absent by 10 students compared to previous year.

	<p><i>Attendance < 90%:</i> <i>Yr W/leaves &</i> <i>Entire SY</i> 16-17 13% 9%</p>			
Frequency of student to counselor 1on1 meetings.	???	Establish a baseline of frequency of student to counselor face-to-face interaction by grade.	<p>Establish a baseline of frequency of student interaction with GLA certificated staff by grade.</p> <p><i>Original target moved to Goal 4.</i></p>	<p>Establish a baseline of frequency of student interaction with GLA certificated staff by grade.</p>
Expulsion Rate	<p>YTD 2016-2017 = 0.15%</p> <p>YTD 2016-2017 number of students expelled = 5</p>	Maintain an expulsion rate of no more than .02 %	Maintain an expulsion rate of no more than .1 %	Maintain an expulsion rate of no more than .1 %
Suspension Rate	<p>15-16 0.02% Students Suspended: 87 Suspension Rate: 2.5%</p>	Maintain suspension rate at less than 1%.	Maintain suspension rate at less than 1%.	Maintain suspension rate at less than 1%.
Graduation Rate	<p>2015-16: 94.5% (1-yr cohort) 93.6% (4-yr cohort)</p>	Increase graduation rate by 1.5%.	Maintain graduation rate of 95% or better.	Maintain graduation rate of 95% or better.
Dropout Rate	<p>2015-16 4.5% (1-yr cohort) 4.3% (4-yr cohort)</p>	Reduce dropout rate 1%.	Reduce dropout rate by 1%.	Reduce dropout rate by 1%.

Number of student referrals to the dean's office.	Number of student referrals to the dean's office in 2016-2017 = ???	Decrease the number of student referrals to the dean's office by 5%.	Decrease the number of student referrals to the dean's office by 5%.	Decrease the number of student referrals to the dean's office by 5%.
Percentage of participation in qualified free/reduced lunch program.	Percentage of participation in qualified free/reduced lunch =	Increase qualified free/reduced lunch participation to 65%.	Increase qualified free/reduced lunch participation to 70%.	Increase qualified free/reduced lunch participation to 75%.
Increase percentage of students who report that they feel Safe or Very Safe on the annual California Healthy Kids Survey.			Increase % of students who report Safe or Very Safe on annual CHKS by xxx percentage points.	Increase % of students who report Safe or Very Safe (or some comparable measure) on annual CHKS by 10 percentage points.
Parents utilizing school information system. (Moved from prior year's Goal 4).	16-17: Parents requested AERIES a/c = 84% Active accounts = 20.3% 17-18: Parents requested AERIES a/c = 88% Active accounts = 22.2%	Establish baseline % parents utilizing school information system.	Increase % parents enrolling in school information system by end of school year 5 percentage points over 2017-18.	Increase % parents enrolling in school information system 5 percentage points over 2018-19.
Parents attending school-sponsored activities. (Moved from prior year's Goal 4).	17-18 = 42.6% 18-19 = 53.4%	Establish based % parents attending school-sponsored activities.	Increase % parents attending school-sponsored activities 5% over 2017-18.	Increase % parents attending school-sponsored activities 5 percentage points over 2018-19..
Parents attending informational workshops. (Moved from prior year's Goal 4).	16-17 = 20% 17-18= 28.1%	Establish baseline % parents attending informational workshops.	Increase % parents attending informational workshops 5% over 2017-18.	Increase % parents attending informational workshops 5 percentage points over 2017-18.
Parents responding to	16-17= 5% for surveys	Establish % parents	Increase % parents	Increase % parents

school requests for information. (Moved from prior year's Goal 4).	17-18= 26.2% for surveys	responding to school requests for information.	responding to school requests for information 2% over 2017-18.	responding to school requests for information 3% over 2018-19.
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Unchanged Action	Modified Action
Continue to utilized PSW to address social emotional student experiences.	Continue to utilize PSW to address social emotional student experiences.	Implementation of Positive Behavior Intervention & Support (PBIS) program, including: <ul style="list-style-type: none"> • the use of restorative justice practices for intervention. • PD to provide social-emotional behavioral support for all students including targeted subgroups

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$557,548
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental and Concentration

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

•Maintain safe, clean, secure facilities to sustain an environment conducive to learning and increased student achievement.

2018-19

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

Unchanged Action

Maintain safe, clean, secure facilities to sustain an environment conducive to learning and increased student achievement.

2019-20

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

Modified Action

Continue staffing both management and classified positions in custodial, campus security, IT, and lifeguard functions positions in order to:

- Maintain safe, clean, and secure facilities to sustain an environment conducive to learning and increased student achievement.
- Provide active and effective supervision of all students throughout the school day.
- Provide 24-hour security to ensure safe,

graffiti-free, and drug-free environment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,657,042	\$4,782,331	\$1,990,109
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,820,635	\$4,704,948	\$1,192,991
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	3000-3999 Employee Benefits
Amount	\$0	\$0	\$4,690,369
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.

2018-19

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

Unchanged Action

Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.

2019-20

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

Unchanged Action

Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$44,014

Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$38,434
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

•Implement drug and alcohol awareness program school-wide (*Every 15 Minutes*) and provide support program to affected students.

2018-19

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

Modified Action

Expand drug and alcohol awareness program school-wide and provide support program to affected students.

2019-20

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

Modified Action

Expand drug and alcohol awareness program school-wide and provide support program to affected students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$30,000

Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$12,629
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 5

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Continue professional development and training of various staff groups to ensure safe and secure school facility, including procedures for lockdown and active shooter, fire and earthquake drills, safe use of golf carts, maintenance equipment, fire extinguishers, etc.

2018-19

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

Modified Action

Continue professional development and training of various staff groups to ensure safe and secure school facility.

2019-20

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

Modified Action

Provide ongoing professional development and training of various staff groups, including teachers and counselors, to ensure:

- Safe, clean and secure school facility.
- Best practices of safe schools, including child abuse reporting, blood borne pathogens, sexual harassment, etc.
- Social emotional welfare of students including identifying suicidal ideation, bullying, cyberbullying and student discipline.
- support is differentiated to reflect needs of various subgroups to improve

		student engagement.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$123,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

•Continue development and implementation of Positive Behavior Intervention & Support (PBIS) program for implementation in 2017-2018.

2018-19

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

Unchanged Action

Continue development and implementation of Positive Behavior Intervention & Support (PBIS) program for implementation in 2018-2019.

2019-20

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

Modified Action

Implementation of Positive Behavior Intervention & Support (PBIS) program, including:

- the use of restorative justice practices for intervention.
- PD to provide social-emotional behavioral support for all students including targeted subgroups

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

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)

Location(s):

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

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

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

Modified Action

Supplement differentiated cost for reduced price breakfast and lunch participants.

2018-19

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

Modified Action

Continue to supplement differentiated cost for reduced price breakfast and lunch participants.

2019-20

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

Modified Action

- Continue to supplement differentiated cost for reduced price breakfast and lunch participants.
- Continue campaigns and promotions to increase school breakfast and lunch participation.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$120,000	\$120,000 (repeat expenditure)	\$30,944 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Supplemental and Concentration

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Use of stakeholder surveys including *California Healthy Kids Survey (CHKS)* annually to identify needs.

2018-19

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

New Action

Continue use of stakeholder surveys including *California Healthy Kids Survey (CHKS)* annually to identify needs.

2019-20

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

New Action

Continue use of stakeholder surveys including *California Healthy Kids Survey (CHKS)* annually to identify needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,500

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; WESTED SURVEY

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Modified Action	Modified Action
<p>Moved from Goal 2: Provide guidance and counseling services to support increased attendance rates:</p> <ul style="list-style-type: none"> • Student support staff will identify chronic absentees and provide tiered intervention to address such • Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism • PSA Counselor (1 FTE) will be employed to address attendance issues. 	<p>Moved from Goal 2 - Action/Service 3: Provide guidance and counseling services to support increased attendance rates:</p> <ul style="list-style-type: none"> • Student support staff will identify chronic absentees and provide tiered intervention to address such • Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism • PSA Counselor (1 FTE) will be employed to address attendance issues. 	<p>Moved from Goal 2 - Action/Service 3: Provide attendance and social-emotional supports to identified subgroups:</p> <ul style="list-style-type: none"> • Student support staff will identify chronic absentees and provide tiered intervention to address such • Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism • Staff full time PSA Counselor (1 FTE).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,555,755
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$1,612,132
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$144,000
Source			Federal Revenues - Title I

Budget
Reference

		5000-5999 Services and Other Operating Expenses; PSA
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Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Moved from Goal 2 - Action/Service 5:
Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.

2018-19

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

Modified Action

Moved from Goal 2 - Action/Service 5:
Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.

2019-20

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

Modified Action

Moved from Goal 2 - Action/Service 5:
Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Modified Action

Moved from Goal 2: Provide services to Foster Youth:

- Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth.
- Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth.

2018-19

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

Modified Action

Moved from Goal 2 - Action/Service 8: Provide services to Foster Youth:

- Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth.
- Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth.

2019-20

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

Modified Action

Moved from Goal 2 - Action/Service 8: Provide services to Foster Youth:

- Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth.
- Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental and Concentration

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Moved from Goal 2: Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.

2018-19

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

Moved from Goal 2 - Action/Service 21: Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.

2019-20

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

Moved from Goal 2 - Action/Service 18: Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.

Action 13

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from 18-19 Goal 4 Action/Service 4.1:

Continue to provide support for meaningful two-way engagement of parents in decision making tied to academic achievement and through advisory groups:

1. Continue implementation of California Department of Educations (CDE) Parent Engagement Framework as foundational to the parent engagement system, per LCAP, Federal Addendum, and ConApp.

		2. Ensure parent engagement in School Site Council and English Learner Advisory Committee (ELAC) for input into LCAP, Federal Addendum and ConApp. 3. Increase number of parents participating in school governance and in decision-making regarding school initiatives attendance at Board meetings, participation in Board sub-committees, site councils, parent institute
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$22,000
Source			Federal Revenues - Title I
Budget Reference			
Amount	\$0	\$0	\$0
Source			
Budget Reference			; Encumbrance - Family Engagement

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	Modified Action
		<p>Moved from 18-19 Goal 4 Action/Service 4.2:</p> <p>Sustain meaningful parent engagement to support all students as follows:</p> <ol style="list-style-type: none"> 1. Provide opportunities and options for parent engagement and participation, such as PTSA, Summer Orientation programs, parent information nights and workshops, FACTOR, open house, parent conferences, parent newsletters, updated school web page, and open enrollment information events.

		2. Provide translation stipend to assist in providing information to parent/guardians in their primary language. 3. Continue to expand parent outreach plans to address needs of all parents. 4. Continue to improve outreach to parents through programs such as FACTOR and ESL classes. 5. Continue Parent Center Liaison position.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$45,230
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Encumbrance - Family Engagement
Amount	\$0	\$0	\$38,772
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$27,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 15

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from 18-19 Goal 4 - Action/Service 4.3:

Provide additional opportunities for meaningful parent engagement and participation as follows:

1. Offer opportunities for parents/guardians at school site to learn about various topics based on need/interest.
2. Offer additional means for parents to engage in the educational process and provide feedback on schools programs.
3. Provide budget for childcare and

		translation services as needed. 4. Provide materials and supplies for parent meetings/education opportunities. 5. Provide parent recognition activities to validate and sustain active participation. 6. Expand use of parent surveys to improve parent involvement and gather input tied to academic achievement goals
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			; Supplemental

Action 16

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from 18-19 Goal 4 Action/Service 4.4:

Continue Parent University and/or Parent University Symposium to address topics such as CA Standards, STEM/STEAM, VAPA, 21st century skills, financial literacy, RTI/social-emotional supports, wellness policies, and planning for college and career.

Provide budget for additional hours for presenters.

1. Provide materials and supplies.

		2. Continue specialized parent training to increase parent awareness of school initiatives and post-secondary options. 3. Plan and implement weekend visits to local colleges for parents and students to increase awareness of post-secondary options 4. Plan and implement college information nights to increase parent awareness of career options.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			Federal Revenues - Title I
Budget Reference			
Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			; Supplemental

Action 17

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from Goal 4 Action/Service 4.5:

Provide training opportunities and attendance at CCSA, CAFE, and other conferences for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$23,570
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Supplemental

Action 18

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from Goal 4 Action/Service 4.6:

Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan, LCAP and/or Federal Addendum.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			LCFF
Budget Reference			; Base grant.

Action 19

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from 18-19 Goal 4 Action/Service 4.7:

Provide materials and supplies for parent engagement including:

1. Student/Parent Handbook.
2. Parent Newsletters.
3. Pamphlets on high-interest topics such as college planning and CTE programs.
4. Additional information packets distributed at PTSA, SSC and ELAC meetings.

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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$39,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; Encumbrance - Family Engagement plus Base Grant

Action 20

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

Modified Action

Moved from 18-19 Goal 4 Action/Service 4.8:

Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per LCAP and Federal Addendum.

1. BCCHS website - Parent and Community sections

2. AERIES web-based attendance and grading system

		3. Calendar of school events
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$27,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Base grant.

Modified Goal

Goal 4

NOTE: Goal 4 To increase parent participation for student academic success is being subsumed by Goal 3.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: All parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English learners, graduation rates, and college and career readiness.

Identified Need:**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents utilizing school information system. - Moved to Goal 3.	Parents who requested an AERIES account = 84% Total active accounts = 20.3% Total active accounts of registered users = 24.1% <i>Note: Numerator is parents. Denominator is total number of students.</i>	Establish baseline % parents utilizing school information system	Increase % parents enrolling in school information system (AERIES parent portal) by end of school year 5% over 2017-2018.	<i>Consolidated into Goal 3 and moved.</i>
Percentage of parents attending school sponsored		Establish baseline % parents attending school	Increase % parents attending identified school sponsored	<i>Consolidated into Goal 3 and moved.</i>

activities. - Moved to Goal 3.		sponsored activities.	activities 5% over 2017-2018.	
Percentage of parents attending informational workshops. - Moved to Goal 3.		Establish baseline % parents attending informational workshops.	Increase % parents attending identified informational workshops 5% over 2017-2018.	Consolidated into Goal 3 and moved.
Percentage of parents responding to school requests for information. - Moved to Goal 3.		Increase % parents responding to school requests for information.	Increase % parents responding to surveys 2% over 2017-2018.	Consolidated into Goal 3 and moved.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide additional support for meaningful engagement of parents in decision making and advisory groups:

1. Implement California Department of Education's (CDE) Parent Engagement Frameworks as foundational to the parent engagement system, per the LEA Plan.
2. Ensure parent engagement in School

2018-19

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

Continue to provide support for meaningful engagement of parents in decision making and advisory groups:

1. Continue implementation of California Department of Education's (CDE) Parent Engagement Framework as foundational to the parent engagement system, per the LEA Plan.
2. Ensure parent engagement in School

2019-20

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

Consolidated into Goal 3 and moved.

Site Council (SSC) and English Learner Advisory Committee (ELAC) to provide input into LCAP, LEA Plan, and SPSA.

3. Increase number of parents participating in school governance and in decision-making of school initiatives – attendance at Board meetings, participation in Board sub-committees, site councils, parent groups.

Site Council and English Learner Advisory Committee (ELAC) for input into LCAP, LEA Plan, and SPSA.

3. Increase number of parents participating in school governance and in decision-making regarding school initiatives attendance at Board meetings, participation in Board sub-committees, site councils, parent 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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Sustain meaningful parent engagement to support all students as follows:

1. Provide opportunities and options for parent engagement and participation, such as PTSA, Boosters, parent nights, open house, special events, parent conferences, parent newsletters, updated school web page.
2. Provide translation stipend to assist in providing information to parent/guardians in their primary language.
3. Expand parent outreach plans to address needs of non-Spanish speaking parents.

2018-19

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

Modified Action

Sustain meaningful parent engagement to support all students as follows:

1. Provide opportunities and options for parent engagement and participation, such as PTSA, Boosters, parent nights, open house, special events, parent conferences, parent newsletters, updated school web page.
2. Provide translation stipend to assist in providing information to parent/guardians in their primary language.
3. Continue to expand parent outreach plans to address needs of all parents.
4. Continue to improve outreach to

2019-20

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

Modified Action

Consolidated into Goal 3 and moved.

4. Improve outreach to parents through programs such as PIQUE and ESL classes. 5. Continue Parent Center Liaison position.	parents through programs such as PIQUE, ESL classes. 5. Continue Parent Center Liaison position.	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$11,303	\$11,303 (repeat expenditure)	\$11,303 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Engagement - Title I required encumbrance	5000-5999 Services and Other Operating Expenses; Parent Engagement - Title I required encumbrance	5000-5999 Services and Other Operating Expenses; Parent Engagement - Title I required encumbrance
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Engagement - supplemental encumbrance for Newsletter & Postage	5000-5999 Services and Other Operating Expenses; Parent Engagement - supplemental encumbrance for Newsletter & Postage	5000-5999 Services and Other Operating Expenses; Parent Engagement - supplemental encumbrance for Newsletter & Postage
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Engagement - ELAC and SpEd Parent Support	5000-5999 Services and Other Operating Expenses; Parent Engagement - ELAC and SpEd Parent Support	5000-5999 Services and Other Operating Expenses; Parent Engagement - ELAC and SpEd Parent Support
Amount	\$52,800	\$52,800	\$52,800
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Parent Liaison - Salary & Benefits	2000-2999 Classified Salaries; Parent Liaison - Salary & Benefits	2000-2999 Classified Salaries; Parent Liaison - Salary & 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Modified Action	Modified Action
Provide additional opportunities for meaningful parent engagement and participation as follows: <ol style="list-style-type: none"> 1. Provide budget for fingerprinting of volunteers to encourage parent involvement . 2. Offer educational classes for parents/guardians at school site on various topics based on need/interest including: CCSS; college planning, homework, school success, computer literacy, and VAPA literacy and arts integration, etc. 3. Offer additional means for parents to engage in the educational process and 	Provide additional opportunities for meaningful parent engagement and participation as follows: <ol style="list-style-type: none"> 1. Provide budget for fingerprinting of volunteers to encourage parent involvement . 2. Offer opportunities for parents/guardians at school site to learn about various topics based on need/interest. 3. Offer additional means for parents to engage in the educational process and provide feedback on schools programs. 4. Provide budget for childcare and translation services as needed. 	<i>Consolidated into Goal 3 and moved.</i>

provide feedback on schools' programs, such as "Coffee with the Principal." 4. Provide budget for childcare and translation services as needed. 5. Provide materials and supplies for parent meetings/education opportunities. 6. Provide parent recognition activities to validate and sustain active participation. 7. Expand use of parent surveys to improve parent involvement.	5. Provide materials and supplies for parent meetings/education opportunities. 6. Provide parent recognition activities to validate and sustain active participation. 7. Expand use of parent surveys to improve parent involvement.	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,500	\$7,500 (repeat expenditure)	\$7,500 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 1 and 2)	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 1 and 2)	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 1 and 2)
Amount	\$7,500	\$7,500 (repeat expenditure)	\$7,500 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 3 and 4)	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 3 and 4)	5000-5999 Services and Other Operating Expenses; Parent ESL Classes (Levels 3 and 4)

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Modified Action

Implement Parent University and/or Parent University Symposium to address topics such as CCSS, STEM/STEAM, VAPA, technology, financial literacy, RTI/social-emotional supports, and planning for college and career.

1. Provide budget for additional hours for presenters.
2. Provide materials and supplies.
3. Continue specialized parent training to increase parent awareness of school initiatives and post-secondary options.
4. Plan and implement weekend visits to local colleges for parents and students

2018-19

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

Modified Action

Continue Parent University and/or Parent University Symposium to address topics such as CCSS, STEM/STEAM, VAPA, technology, financial literacy, RTI/social-emotional supports, and planning for college and career.

1. Provide budget for additional hours for presenters.
2. Provide materials and supplies.
3. Continue specialized parent training to increase parent awareness of school initiatives and post-secondary options.
4. Plan and implement weekend visits to local colleges for parents and students

2019-20

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

Modified Action

Consolidated into Goal 3 and moved.

to increase awareness of post-secondary options 5. Plan and implement community information fairs to increase parent awareness of career options.	to increase awareness of post-secondary options 5. Plan and implement community information fairs to increase parent awareness of career options.	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,520	\$4,520 (repeat expenditure)	\$4,520 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Family College Tours - Students & Parents	5000-5999 Services and Other Operating Expenses; Family College Tours - Students & Parents	5000-5999 Services and Other Operating Expenses; Family College Tours - Students & Parents

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Provide training opportunities for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity pursuant to Title III Plan goals for student achievement:

1. Implement Village Nation or similar program for parents to provide support of African-American student subgroup in all areas of school life.
2. Identify programs for parents to provide support Latino subgroup for success in all areas of school life.

2018-19

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

Modified Action

Provide training opportunities for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity.

2019-20

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

Modified Action

Consolidated into Goal 3 and moved.

3. Expand informational sessions to parents regarding social-emotional support services for students.		
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Conference (2-3 people) - Title I or similar	5000-5999 Services and Other Operating Expenses; Conference (2-3 people) - Title I or similar	5000-5999 Services and Other Operating Expenses; Conference (2-3 people) - Title I or similar

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action

Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan and/or SPSA.

2018-19

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

Unchanged Action

Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan and/or SPSA.

2019-20

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

Modified Action

Consolidated into Goal 3 and moved.

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action
Provide materials and supplies for parent engagement including: <ol style="list-style-type: none"> 1. Student/Parent Handbook. 2. Parent Newsletters. 3. Pamphlets on high-interest topics such as college planning. 4. Additional information packets .

2018-19

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

Unchanged Action
Provide materials and supplies for parent engagement including: <ol style="list-style-type: none"> 1. Student/Parent Handbook. 2. Parent Newsletters. 3. Pamphlets on high-interest topics such as college planning. 4. Additional information packets .

2019-20

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

Modified Action
<i>Consolidated into Goal 3 and moved.</i>

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per SPSA.

1. BCCHS website - Parent and Community sections
2. AERIES web-based attendance and grading system

2018-19

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

Unchanged Action

Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per SPSA.

1. BCCHS website - Parent and Community sections
2. AERIES web-based attendance and grading system

2019-20

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

Modified Action

Consolidated into Goal 3 and moved.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$9,028,062

Percentage to Increase or Improve Services:

31.97%

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](#)).

Targeted supports for unduplicated students included support personnel and additional interventions for our Low-Income and English Learner students as well as a full-time position for our Foster Youth Liaison. Using supplemental funding, we provided bi-lingual aides, additional curriculum and instructional supports for English Learners, an EL Liaison, and EL coordinator, a Title 1 coordinator for our low income students and other additional support personnel to monitor and track unduplicated student attendance, disciplinary records, nutrition, college and career readiness resources (PSAT/SAT and college/ career counseling), as well as psychological and socio-emotional counseling and resources through personnel and support structures.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$8,870,902

Percentage to Increase or Improve Services:

32.12%

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](#)).

Goal 1: Actions 5, 6, 7, 8, 9, 12, 15, 16, 21, 23, 27, 29, 35, 37

Goal 3: Actions 2, 7, 8, 9, 10, 17, 20, 23

Goal 4: Actions 1, 9, 13, 16, 19

Goal 5: Action 5

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$4,166,636

Percentage to Increase or Improve Services:

14.59%

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](#)).

Goal 1: Action 6, Action 16, Action 21

Goal 2: Action 15, Action 21

Goal 4: Action 17, Action 20, Action 23

Goal 5: Action 7, Action 8