

LCAP GOAL 1: Increase Proficiency and Strategic Thinking

Identified Needs Based On Data:

- Teachers need to provide rigorous, purposeful and differentiated first instruction to increase the likelihood of student academic success. They need access to core and supplementary instructional materials to best meet the needs of our students. Two target subgroups that are at-risk for academic struggle include our African American students as well as our Homeless population. Progress monitoring data will be used to monitor and ensure students in these subgroups are on-track for annual growth and the attainment of the Common Core State Standards. Timely and intensive interventions will be provided to those who have been identified as not meeting anticipated growth target in English Language Arts (ELA) and Mathematics.
- Teachers need to provide early intervention for K-2 students who are not meeting grade level expectations in both English Language Arts and Mathematics so that learning difficulties can be addressed as soon as possible and access to the curriculum can be guaranteed.
- Teachers need to provide intervention for Grades 3-5 students who are not meeting grade level expectations in both English Language Arts and Mathematics as soon as they are identified so that learning gaps are closed, and students are well prepared for the academic challenges of secondary school.
- Teachers need to provide enrichment opportunities for students who are meeting and exceeding grade level expectations, as well as identified Gifted and Talented (GATE) students, so that they have an opportunity to extend their learning and meet their unique needs as an advanced learner.
- Teachers and administration need to increase students' access to technology and online computer adaptive software to scaffold learning, remediate skill gaps and accelerate learning. It will be critical to provide opportunities for differentiated learning and progress monitoring for both ELA and Mathematics. Additionally, it will be essential to provide program oversight and management by a lead teacher to ensure and maintain the efficacy of the programs.

2019-20 Action/ Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
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<p>1A – Provide Differentiated Instruction</p> <ul style="list-style-type: none"> • Supplemental Instructional Supplies • Software Licenses • Additional Teacher Hourly • Printing Encumbrance • Computers/User Fees/Technology Related Services and Supplies • Additional Classified Hourly 	<p>All Students GATE Students Homeless Students African American Students</p>	<p>MAP Growth – Reading and Mathematics</p> <p>STAR Reading Growth Reports STAR Math Growth Reports Accelerated Reader Usage Reports Accelerated Math Usage Reports</p> <p>Lexia Units Completed Reports</p> <p>Pre/Post Tests for ELOs</p>	<p>Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020</p>	<p>Site Administration Teachers Lead Teachers GATE Coordinator</p>	<p>\$6,915.40</p>
<p>1B – Duplo Supplies & Maintenance Agreement</p> <ul style="list-style-type: none"> • Instructional Supplies • Maintenance Agreement 	<p>All Students</p>	<p>MAP Growth – Reading and Mathematics</p>	<p>Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020</p>	<p>Site Administration</p>	<p>\$2,414.33</p>
<p>1C – Student Academic Awards</p> <ul style="list-style-type: none"> • Student Awards 	<p>Identified Students based on performance</p>	<p>MAP Growth – Reading and Mathematics</p>	<p>Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020</p>	<p>Site Administration Teachers</p>	<p>\$1,002.91</p>

Total Cost \$10,332.64

LCAP GOAL 2: Promote Multilingualism and Multiculturalism

Identified Needs Based On Data:

- English Learners need to receive focused instruction on acquiring academic language and developing an understanding of both the forms and functions of the English language.

2019-20 Action/Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
2A – Extended Learning Opportunities for English Learners <ul style="list-style-type: none"> Tutoring – Additional Hourly for Classified Staff Working With Students (Level 3 students focusing on academic language, forms/functions of English language) Supplemental Instructional Supplies 	Level 3 EL Students	ELPAC MAP Growth – Reading and Mathematics	Actions and services for students will begin January 13, 2020 and will continue through May 28, 2020	Site Administration Teachers EL Site Monitor Bilingual Aide	\$0
2B – Support for ELPAC Testing (English Language Proficiency Assessments for California) <ul style="list-style-type: none"> Classified Hourly Substitute Hourly 	All EL Students	ELPAC MAP Growth – Reading and Mathematics	Actions and services for students will begin February 1, 2020 and will continue through March 1, 2020	Site Administration Teachers EL Site Monitor Bilingual Aide	\$1,843.74

Total Cost \$1,843.74

LCAP GOAL 3: Increase Graduation and College and Career Readiness

Identified Needs Based On Data:

- Students need opportunities to see correlations between their daily learning and college and career readiness to best prepare them for the challenges of post-secondary education and the demands of the workforce. Teachers and staff members require resources to promote college and career readiness in the classroom and during school-wide events such as Career Day, College Day, District College Fair, etc.

2019-20 Action/Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
3A – No Excuses University Connect <ul style="list-style-type: none"> • Annual Subscription 	All Students Homeless Foster Youth	PBIS School Assessment Survey PBIS School Climate Survey Monthly Newsletters	Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020	Principal Teachers Counselor	\$139

Total Cost \$139

LCAP GOAL 4: Cultivate Effective Teachers and Leaders

Identified Needs Based On Data:

- Administration needs to provide staff with professional development opportunities to enhance their understanding of current research-based practices. This year our school will continue to build on their knowledge of *Thinking Maps* (TM) to implement and *Write from the Beginning* (WFTB). Students will be taught to systematically organize their thinking and transfer their thought processes into cohesive and coherent writing; students will be taught process and on-demand writing techniques that will aide them in communicating their ideas in a variety of settings and across all content areas. In addition, teachers will be introduced to *Teacher Clarity* whereby academic standards are dissected, learning targets created, learning progressions developed and success criteria established. Moreover, students will learn to be fluent in understanding learning expectations and have the capability of evaluating their own learning. This coincides with our K-2 *United 2 Read* initiative that promotes the efficient use of instructional time to ensure students have access to small group reading instruction.
- Administration needs to engage teachers in Cycles of Professional Learning to further develop their understanding and implementation of effective teaching strategies. Teachers will be provided with the opportunity to collaborate with their grade level colleagues during their workday to design rigorous, standards-based lessons and organizing effective instruction. Teams will have the opportunity to observe lessons/classroom routines and engage in reflection and refinement based on their observations.
- Administration need to empower teachers to lead professional development within and beyond their grade level PLCs so that teachers take ownership of their learning. Instructional Leadership Team (ILT), Write From the Beginning Trainers, and the Positive Behavior Interventions and Supports (PBIS) team will provide professional development and Professional Learning Community (PLC) guidance with the professional development initiatives. Each of the teams will meet monthly to plan professional development opportunities and to calibrate the work within and across grade levels.

2019-20 Action/Services	Pupils to be served	Metric	Timeline	Person (s) Responsible	Estimated Cost
<p>4A – Cycles of Professional Learning</p> <ul style="list-style-type: none"> • Substitute Hourly for PLC meetings and professional development • Additional Teacher Hourly for staff members who serve on leadership teams and United 2 Read grade level PLC • Travel and conferences 	<p>All Students At-Risk Students</p>	<p>Cycle of Professional Learning Continuum Rating</p> <p>Conditions of Instructional Leadership Team Success Rating</p> <p>Professional development agendas that reflect content derived from conference(s)</p>	<p>Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020</p>	<p>Site Administration ILT Members WFTB Team U2R Teachers TOAs</p>	<p>\$3,119.73</p>

Total Cost \$3,119.73

LCAP GOAL 5: Engage Students and Decrease Dropout Rates

Identified Needs Based On Data:

- All students need access to a positive and engaging learning environment within and beyond the school day; students are more likely to make academic gains when they feel connected to and have a vested interest in their learning environment.
- Preschool/Early Childhood/Kindergarten students need engaging transition activities to promote a sense of community and continuity within the school.

2019-20 Action/Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
5A – Attendance Incentives <ul style="list-style-type: none"> • Student Awards 	Identified Students	MAAR reports	Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020	Site Administration Community Aide Counselor	\$500
5B – Assemblies/Field Trips <ul style="list-style-type: none"> • Transition Activity 	Pre-K/K EC	Qualitative surveys completed by students, teachers, administration	Actions and services for students will begin January 13, 2020 and will continue through April 30, 2020	Site Administration Teachers	\$675

Total Cost \$1,175.00

LCAP GOAL 6: Strengthen Family and Community Engagement

Identified Needs Based On Data:

- Administration needs to provide parent education opportunities on Common Core State Standards, demands of SBAC assessments, strategies to support students at home, English Learner programs, reclassification of English Learners so that parents can support their students at home.
- Administration needs to promote parent engagement through parent council groups, workshops, and school events; parent engagement is positively correlated to student academic achievement.
- Parents need English as a Second Language classes to actively participate in their child's learning.
- Stakeholders need translation and childcare services to actively participate in school parent groups/education classes/workshops/events.

2019-20 Action/Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
6A – Parent Education Classes/Workshops <ul style="list-style-type: none"> • Child Care • Translation 	All Students Homeless Foster Youth	Qualitative surveys completed by parents Agendas/ Sign-Ins	Actions and services will begin August 7, 2019 and will continue through May 28, 2020	Site Administration Support Staff Teachers	\$3,872.89

Total Cost \$3,872.89

LCAP GOAL 7: Promote Healthy Environments

Identified Needs Based On Data:

- Stakeholders need to promote a positive and safe learning environment, as student are more likely to make academic gains when they feel connected to and have a vested interest in their learning environment.
- Stakeholders need to model and promote the tenants of Positive Behavior Interventions and Supports (PBIS) so that students are provided the opportunity to learn and demonstrate appropriate social and emotional behaviors within and beyond the school day.

2019-20 Action/Services	Pupils to be served	Metric (s)	Timeline	Person (s) Responsible	Estimated Cost
7A – PBIS (Positive Behavioral Interventions and Supports) <ul style="list-style-type: none"> • Additional Teacher Hourly • Additional Classified Hourly • Instructional Supplies/ Incentives • Site Memberships 	All Students	Suspension and Expulsion rates Discipline Referrals Qualitative surveys completed by students, staff, parents	Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020.	Site Administration PBIS Coaches PBIS Team Staff	\$5,000.00

Total Cost \$5,000.00