

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

Instruction and Curriculum: Based on SBCS Charter and its Addenda, deliver a rigorous, standards-aligned curriculum supported by appropriate material resources and highly qualified staff committed to continuous improvement.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 7: Course Access

Annual Measurable Outcomes

Expected

Actual

Teachers can articulate the NGSS standards implemented in their classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 75% of the science taught.

100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.

Teachers can articulate the NGSS standards implemented in their classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 75% of the science taught.

100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.

100% of teachers are appropriately assigned and fully credentialed

Students have access to instructional materials

Facilities are maintained

100% of teachers are appropriately assigned and fully credentialed

Students have access to instructional materials

Facilities are maintained

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>Utilize at least 6 hours of teacher/leader science specialist support within each classroom</p> <p>Teachers work in grade level teams for science planning and lesson development</p> <p>Teachers work collaboratively to focus on building instructional skills in one science and engineering practice per month</p> <p>Teachers work with science consultant to articulate and implement grade-level NGSS standards, with a particular focus on practice standards including argumentation and modeling.</p>	<p>Teachers worked regularly with the science consultant and hosted her in the classroom.</p> <p>Teachers worked monthly in grade-level teams to plan lessons within the NGSS science and engineering practices, specifically: Engaging in Argument from Evidence, Developing and Using Models, Argumentation Norms, Asking Questions, Planning and Carrying Out Investigations, and Analyzing and Interpreting Data.</p> <p>Teachers crafted school-wide norms for argumentation and established systems.</p>	<p>Science Consultant \$8,000</p> <p>Teacher release time for planning \$8,603</p> <p>Overall Certificated salaries: \$1,436,498</p> <p>Facilities, indirect costs, and maintenance \$282,000</p>	<p>Science Consultant \$8,000</p> <p>Teacher release time for planning \$3,600</p> <p>Overall Certificated salaries: \$1,666,272</p> <p>Facilities, indirect costs, and maintenance \$338,634</p>

Analysis

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

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

Teachers worked regularly with the science consultant and hosted her in the classroom. Each grade level team coordinated science curriculum with the science consultant and she was able to provide direct teaching support when needed, which was especially valuable for the new teachers.

Teachers worked monthly in grade-level teams to plan lessons within the NGSS science and engineering practices, specifically: Engaging in Argument from Evidence, Developing and Using Models, Argumentation Norms, Asking Questions, Planning and Carrying Out Investigations, and Analyzing and Interpreting Data. This work was done with all the teachers together in Teachers Council meetings, so the discussions were rich and reached across grade levels. From this work, teachers collaborated to craft school-wide

norms for argumentation and established systems everyone could use during discussions. The science specialist made an “argumentation toolkit” for every teacher and reinforced the practices when she worked in the classrooms.

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

Overall, these actions were very effective in moving all teachers toward a common understanding of these science and engineering practices, with a specific emphasis on Engaging in Argumentation from Evidence. Focusing on these practices has brought us closer to the expectations of the NGSS curriculum. We have a vigorous K-6 science program, and staff will continue to strengthen it each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference is that less release time was used for science than budgeted. Much of the work is able to be accomplished during our weekly, scheduled staff meetings, therefore release time was used for other teacher learning. Teacher salaries were higher than estimated as we had a shift in staffing over the summer. We did not use all the budgeted release days as it was difficult for teachers to be outside of the classroom more than three or four days per year. Costs related to facilities, maintenance, and indirect costs were higher than estimated.

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

The goal remains the same. The actions and services will shift toward an emphasis on refining our understanding of the CCSS Mathematical Practices, with release time toward this learning. Our work with the NGSS Science and Engineering Practices will continue. These will be found in Action 1.

Goal 2

Student Learning: All students will be actively engaged, encouraged, and supported in high-quality purposeful learning to achieve at least a full year of developmentally appropriate academic and social progress.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 7: Course Access

Priority 8: Pupil Outcomes

Annual Measurable Outcomes

Expected

Actual

100% of teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)

All classroom-based teachers engaged in a Moderation Study on narrative writing.

At least 50% of students will maintain or increase mean scaled scores, year-to-year.
“All students” category for test scores remain blue or green on CA Dashboard

Our Dashboard data for “all students,” based on 2018 CAASPP results, were “green” for ELA and “yellow” for math; the average student score increased in ELA and was maintained (very modest increase) in math. However, our aggregate results for Hispanic students were “orange” for both ELA and math, and both averages declined. Only the “all students” result for ELA meets our goal.

Select and implement pre-test and post-test tool for 100% of students in Level 1 and level 2 behavioral RTI, in select student subgroup (All Kindergarten and first grade students.)

We could not effectively do this and are shifting focus in the coming year.

Close the gap between all students and these three critical subgroups of students by at least 20% on CAASPP scores in mathematics
(Socioeconomically disadvantaged students, Hispanic students, and

Due to the small sample size (35 students tests in grades 3-8) for Hispanic students, the only grade-level cohort data came from 2018 4th graders. From 3rd to 4th grade, these students average

Expected

Actual

<p>English Learners)</p>	<p>ELA CAASPP score increased by 50 points (from 2400 to 2450); the average math score increased by 31 points (from 2396 to 2427). However, the “all students” average from the same grade-level cohort also increased, and our goal of closing the performance gap between Hispanics and all students was not met.</p>
<p>At the end of each year, at least 60% of all EL students will meet the criteria of making progress toward English proficiency At least 20% of the English Language Learners in grades 4-6 will be reclassified as RFEP by the end of 2018-19.</p>	<p>Due to the change in the test from the CELDT to the ELPAC we do not have similar scores to compare. We reclassified five students this spring, which is 40% of our ELL population.</p>
<p>In addition to maintaining these opportunities for parent input for decision-making, we will report to parents and local stakeholders on our goals toward building resilience in students through parent education events, at least two times during the school year. Specifically, parents of unduplicated students will be invited to interviews and focus groups in regards to how strengthening resilience in children can help children improve their academic performance.</p>	<p>We hosted a parent workshop on reducing anxiety in children, and offered a workshop related to grief support and building resilience in students. We report social/emotional information to parents through weekly newsletters. The Diversity Work Group met formally and decided to prioritize the articulation of culturally responsive teaching practices and multicultural curriculum topics in the coming year, in order to more fully understand the K-6 classroom practices. Parent members of the MTSS focus group provided input that has led to the setting of new priorities around building resilience in the coming year.</p>

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 2A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing</p>	<p>Teachers engaged in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing</p>	<p>Moderation study part of staff meeting time Extra staff time for</p>	<p>Moderation study part of staff meeting time Extra staff time for</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(narrative)</p> <p>Monitor students' mean scaled scores for each cohort on CAASPP test annually</p> <p>Select and implement pre-test and post-test tool for 100% of students in Level 1 and level 2 behavioral RTI, in student subgroup (All Kindergarten and first grade students.)</p>	<p>(narrative)</p> <p>Monitor students' mean scaled scores for each cohort on CAASPP test annually</p> <p>Select and implement pre-test and post-test tool for 100% of students in Level 1 behavioral RTI for Kindergarten and 5th grade. Low parent response rates made this ineffective, and we are shifting our focus.</p>	<p>social/emotional/behavioral support time for level 1 and level 2 RTI \$3,000</p> <p>Certificated Salaries (listed above)</p> <p>Classified Salaries for Instructional Aides \$499,514</p>	<p>social/emotional/behavioral support time for level 1 and level 2 RTI \$1,117</p> <p>Certificated Salaries (listed above)</p> <p>Classified Salaries for Instructional Aides \$650,970</p>

Analysis

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

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

Teachers engaged in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative).

Staff monitored students' mean scaled scores for each cohort on CAASPP test annually. We monitored, evaluated, and refined the "whole subgroup" strategies in place to address these goals in terms of instructional design and delivery, additional support in the classroom, and support with independent assignments and projects. In addition, based on the small sample size of the subgroups, we closely analyzed student-by-student data based on CAASPP results (when available), with an eye toward individual intervention and/or support in addition to our sub-group level strategies.

The MTSS Focus group selected and implemented a pretest tool for 100% of students in Level 1 behavioral RTI for Kindergarten and 5th grade. Low parent response rates made this ineffective, and so we are shifting our focus.

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

Teachers engaged in a Moderation Study—this was a valuable first step toward grade-level calibration. We determined that the prompt is key—having an effective writing prompt assists in scoring and calibration.

Staff monitored students' mean scaled scores for each cohort on CAASPP test annually. Our Dashboard data for "all students," based on 2018 CAASPP results, were "green" for ELA and "yellow" for math; the average student score increased in ELA and was maintained (very modest increase) in math. However, our aggregate results for Hispanic students were "orange" for both ELA and math, and both averages declined. Only the "all students" result for ELA meets our goal.

The MTSS Focus group selected and implemented a pretest tool for 100% of students in Level 1 behavioral RTI for Kindergarten and 5th grade. Low parent response rates made this ineffective, and so we are shifting our focus. We are looking toward a teacher-rating scale of behavior needs in order to prioritize level 2 and level 3 behavioral RTI support services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget differences in classified salaries are because we had more needs to address with staffing. The social-emotional needs were addressed with one-on-one support and additional staffing in classes with more challenging students. The behavioral support came out of this time, and wasn't always itemized separately.

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

The goal will remain the same. Teachers will continue their work in calibrating student writing assessments. CAASPP scores will continue to be monitored, with cohort data more closely analyzed. The shift in behavioral RTI assessment will be in the implementation of a teacher-rating scale of behavior needs in order to prioritize level 2 and level 3 behavioral RTI support services. These will be found in Action 2A, below, for 2019-20.

Action 2B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide free after school enrichment opportunities, sports program, and academic support program for unduplicated students</p> <p>Unduplicated students will have priority access to free afterschool homework help and tutoring.</p> <p>Provide needed supplies for unduplicated</p>	<p>Provided free after school enrichment opportunities, sports program, and academic support program for unduplicated students</p> <p>Unduplicated students had priority access to free afterschool homework help and tutoring.</p> <p>Provided needed supplies for unduplicated</p>	<p>After school enrichment classes, sports teams, and tutoring, and in-school tutoring \$56,168</p> <p>Additional math tutor \$8,000</p> <p>Instructional Supplies</p>	<p>After school enrichment classes, sports teams, and tutoring, and in-school tutoring \$61,190</p> <p>Additional math tutor \$8,959</p> <p>Instructional Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students related to in-class and after school performance, tutoring, and enrichment Provide access to Dreambox Math online program</p> <p>Provide in-class tutoring for ELL students.</p> <p>Provide in-class and after school math tutoring focused on individual needs of unduplicated students as identified through teacher observation and CAASPP test scores.</p>	<p>students related to in-class and after school performance, tutoring, and enrichment</p> <p>Provided access to Dreambox Math online program</p> <p>Provided in-class tutoring for ELL students.</p> <p>Provided in-class and after school math tutoring focused on individual needs of unduplicated students as identified through teacher observation and CAASPP test scores.</p>	<p>\$4,000</p> <p>Dreambox Math \$6,900</p>	<p>\$3,024</p> <p>Dreambox Math \$7110</p>

Analysis

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

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

The following actions were implemented:

Provided free after school enrichment opportunities, sports program, and academic support program for unduplicated students
Unduplicated students had priority access to free afterschool homework help and tutoring. Over 35 students per day benefitted.

Provided needed supplies for unduplicated students related to in-class and after school performance, tutoring, and enrichment. More than 100 students benefitted from provided supplies and staff support with Science Festival Project. Parents and students attended after school workshop time.

Provided access to Dreambox Math online program. All SBCS students have access to Dreambox online math program.

Provided in-class tutoring for ELL students. Progress-monitoring helped determine needs of students. Some were provided with push-in support, and others had pull-out instruction. ELL tutor attends Student Study Team meetings for her students.

Provided in-class and after school math tutoring focused on individual needs of unduplicated students as identified through teacher observation and CAASPP test scores.

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

The after school enrichment programs, which serve our unduplicated students, are very popular and well-attended, with a waiting list every trimester. Student engagement improved, which was particularly noticeable with large-scale classroom projects such as the Mathematician’s Expedition and Science Festival. Many students would not have had projects completed if it were not for the staff in the after school tutoring program. Over thirty students received needs-based scholarships for the After School Program for the first time this year. Students were able to move more freely between the homework/tutoring program and the after school program, and we are looking to integrate and individualize the two programs even more in the coming year. HBP students enjoyed an all-school field trip to Santa Cruz Island.

Our Dashboard data for “all students,” based on 2018 CAASPP results, were “green” for ELA and “yellow” for math; the average student score increased in ELA and was maintained (very modest increase) in math. However, our aggregate results for Hispanic students were “orange” for both ELA and math, and both averages declined.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted and actual expenditures are very similar. We spent more in staffing than anticipated as we added extra tutors during the first hour of the after school program, based on student needs.

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

We will continue to provide tutoring and support for “high needs” students. These next steps will be found in Action 2B, for 2019-20.

Action 2C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide free childcare to families for attending parent education events, when meeting with school administration or staff, and when engaging in focus groups. Provide certified interpreter for all parent education events, stakeholder meetings, and when engaging in focus groups.	Provided free childcare to families for attending parent education events, when meeting with school administration or staff, and when engaging in focus groups. Provided certified interpreter for all parent education events, stakeholder meetings, and when engaging in focus groups.	Childcare \$500 Interpreter \$1,000	Childcare \$500 Interpreter \$100

Analysis

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

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

Provided free childcare to families for attending parent education events, when meeting with school administration or staff, and when engaging in focus groups. For most of the Parent Alliance evening meetings, dinner and childcare were provided. An additional four to six families participated in the Parent Alliance on the days when childcare was offered. Childcare is always offered during parent education events. Over 35 families attended the event in January.

Provided certified interpreter for all parent education events, stakeholder meetings, and when engaging in focus groups. A certificated interpreter was available.

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

The childcare is effective in allowing parents to participate in events. We will continue to look for ways for parents to engage in events, and will continue to provide free childcare.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent more on childcare and less on interpretation. Our newly hired Director of Operations is fully bilingual, so there was less need from the certified interpreter.

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

We will continue to engage all families. These actions can be found in 2C for 2019-20.

Goal 3

School climate and relationships: Foster and promote a school climate and community that actively involves, welcomes, and responds to the needs of all stakeholders, especially including parents/families, and continues to promote and nurture diversity.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Annual Measurable Outcomes

Expected

Actual

We currently have our classroom-based website available in Spanish. We will have our HomeBased Partnership website translated into Spanish.
Have a second staff member become certified as an interpreter.

Our HomeBased Partnership website was translated into Spanish. While we don't have a second staff member as a certified interpreter, our new Director of Operations is fully bilingual and offered school tours and information in Spanish.

Staff will identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.
Teachers will self-identify implicit bias and take at least one action to reduce/address implicit bias in the classroom.
Students will be surveyed on their views of the school climate.
Based on the survey data, Director of Education and Director of Operations will identify one additional area to examine in detail in order to improve the level of family satisfaction.

Staff will meet in August to identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.
Teachers did not yet self-identify implicit bias.
Students were surveyed on their views of the school climate.
Director of Education and Director of Operations identified one additional area to examine in detail—selected fourth graders and sixth graders were provided with a coping skills group to work on mindfulness and other coping strategies.

Parents of unduplicated students will be sought out to gather input on topics for parent education events.
Parent education topics offered based on survey data. Free childcare provided.

Parents were surveyed on topics for parent education events. Parent education on anxiety and Internet safety were offered based on survey data. Free childcare was provided.
Two additional systems to support students and parents with completing their Mathematician's Expedition projects at home were implemented.

Expected

Develop at least two additional systems to support students and parents with completing their Mathematician’s Expedition projects at home.

Actual

Students were also supported with their Science Festival projects.

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 3A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Staff will educate parents about building resilience in students, and how collecting data on ACE’s (Adverse Childhood Events) can help the school professionals to begin to address a student’s possible underlying needs. This process will be initiated for students referred to a Student Study Team (SST) meeting.</p> <p>Staff will identify and remedy one additional element of institutional bias to improve access to SBCS by under-represented populations.</p> <p>Teachers will self-identify implicit bias and take at least one additional action to reduce/address implicit bias in the classroom.</p> <p>Students will be surveyed on their views of the school climate.</p> <p>Based on the family satisfaction survey data and school climate data, Director of Education and Director of Operations, along with Teachers Council, will identify one area to examine in detail in order to improve the level of family satisfaction.</p>	<p>Staff worked to educate themselves first on ACE’s. We began discussing how this could inform Student Study Team meetings. Resilience workshop for community did not happen.</p> <p>Staff will meet in August to identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.</p> <p>Teachers did not yet self-identify implicit bias.</p> <p>Students were surveyed on their views of the school climate.</p> <p>Director of Education and Director of Operations identified one additional area to examine in detail—selected fourth graders and sixth graders were provided with a coping skills group to work on mindfulness and other coping strategies.</p>	<p>Maintain Website \$3,000</p> <p>Translation services \$3,000</p> <p>Development of ACE’s survey \$2,000</p> <p>Resilience workshop for community \$3000</p> <p>Staff Interpreter (mentioned above)</p> <p>Discussions and crafting survey document will take place during staff meetings</p>	<p>Maintain Website \$3,600</p> <p>Translation services \$254</p> <p>Training on ACE’s \$500</p> <p>Resilience workshop for community \$0</p> <p>Staff Interpreter (mentioned above)</p> <p>Discussions and crafting survey document will take place during staff meetings</p>

Analysis

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

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

The work on ACE's was difficult. Instead, staff worked to educate themselves first on ACE's. We began discussing how this could inform Student Study Team meetings. Resilience workshop for community did not happen.

Staff will meet in August to identify and remedy one element of institutional bias to improve access to SBSCS by under-represented populations.

Teachers did not yet self-identify implicit bias.

Students were surveyed on their views of the school climate.

Director of Education and Director of Operations identified one additional area to examine in detail—selected fourth graders and sixth graders were provided with a coping skills group to work on mindfulness and other coping strategies.

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

Developing awareness of ACE's with the teaching staff is important as it informs responses to student issues. Finding ways to help students build and develop resilience is related to this work. The student groups working on mindfulness and resilience/coping were effective. Staff had to address school-wide grief support when one teacher died suddenly this spring. The work on implicit bias took a back seat to work in processing grief and developing coping strategies. Professional support for teachers in the area of grief and resilience was implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The website translation was less expensive than anticipated, and the community resilience event did not materialize.

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

This goal will continue. Updated actions can be found in Action 3A for 2019/20.

Action 3B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents of unduplicated students will be sought out to gather input on school budget and fundraising goals.</p> <p>Parent education topics offered based on parent survey data. Free childcare provided.</p> <p>Develop at least two additional systems to support students and parents (grades 4-6) with completing their Mathematician's Expedition projects at home.</p> <p>Expand the "Claims/Evidence/Reasoning" model as a format to use to address each student's math question for the Mathematician's Expedition project in grades 4-6.</p> <p>Subsidize field trip costs.</p> <p>Provide childcare at no cost to families on teacher in-service days for students who qualify based on financial need.</p> <p>Formalize and update the process for families to apply for scholarships to our After School Program.</p> <p>Offer payment plans to parents for any field trip with a requested donation over \$100.</p>	<p>Parents of unduplicated students were sought out to gather input on school budget and fundraising goals.</p> <p>Parent education topics offered based on parent survey data. Free childcare provided.</p> <p>Developed at least two additional systems to support students and parents (grades 4-6) with completing their Mathematician's Expedition projects at home. We revised the template-based project handbook and offered additional after school support by staff.</p> <p>Expanded the "Claims/Evidence/Reasoning" model as a format to use to address each student's math question for the Mathematician's Expedition project in grades 4-6.</p> <p>Subsidized field trip costs.</p> <p>Provided childcare at no cost to families on teacher in-service days for students who qualify based on financial need.</p> <p>Formalized and updated the process for families to apply for scholarships to our After School Program.</p> <p>Offered payment plans to parents for any field trip with a requested donation over \$100.</p>	<p>Childcare for meetings (previously mentioned above)</p> <p>Field Trip subsidies \$3,000</p> <p>After School Care on teacher in-service days \$3,000</p> <p>Scholarships for the After School Program \$30,000</p>	<p>Childcare for meetings (previously mentioned above)</p> <p>Field Trip subsidies \$3,000</p> <p>After School Care on teacher in-service days \$1,450</p> <p>Scholarships for the After School Program \$7,000</p>

Analysis

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

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

Parents of unduplicated students were sought out to gather input on school budget and fundraising goals.
Parent education topics (Internet Safety and Anxiety in Children) offered based on parent survey data. Free childcare provided.
Developed at least two additional systems to support students and parents (grades 4-6) with completing their Mathematician's Expedition projects at home. We revised the template-based project handbook and offered additional after school support by staff.
Expanded the "Claims/Evidence/Reasoning" model as a format to use to address each student's math question for the Mathematician's Expedition project in grades 4-6.
Subsidized field trip costs.
Provided childcare at no cost to families on teacher in-service days for students who qualify based on financial need.
Formalized and updated the process for families to apply for scholarships to our After School Program.
Offered payment plans to parents for any field trip with a requested donation over \$100.

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

This goal is about inclusion, equity, and meeting the needs of diverse learners. Therefore, the work that is set around reducing barriers for access and participation is critical. Providing parent coaching, seeking out parent input, organizing student learning processes, and ensuring equitable participation in school field trips are critically important to this goal. 100% of students in grades 4, 5 and 6 participated in the week-long experiential learning field trip. No one was left behind for financial, behavioral, or social/emotional reasons. We also were effective with integrating the two different after school programs and minimized the separate services of the unduplicated students versus the paying students for enrichment classes and other after school offerings. Parents appreciate this flexibility and serving the needs of the students without consideration of the ability to pay.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our actual costs for After School Program scholarships were lower than anticipated, even though we offered full scholarships to over 30 students, with many attending five days per week. When we budgeted, we anticipated the funding amount would need to reflect the lost revenue, but later realized the cost of scholarships was the cost of additional staffing, so therefore the overall cost was lower than anticipated. We will better target our budgeting in this area in the 2010-20 LCAP. Parents were thrilled with the offering of scholarships and many students were able to attend on a daily basis. In the coming year,

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

This goal will remain the same. The actions and services will continue to build as we consolidate our two after school programs into one, and provide all students will equal access to specialty classes, homework help, intervention support, and tutoring. We will be providing parent education/coaching for math and science projects, as well. These changes will be found in the Actions for 3B in 2019/20.

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?

Overview:

The governance structure of SBCS engages stakeholders in every area of the school's operations. The administrative structure includes a Director of Education, Director of Operations, Chief Business Officer, and the Head Teacher, all of whom have input into educational, financial, and legal decisions as is appropriate. The Circle of Trustees (CoT) is the SBCS Board, and has final authority over legal, fiscal, and personnel issues. The CoT ideally consists of parent, teacher, and administrative representatives. Parent Alliance (PA) is comprised of all parents/guardians currently enrolled in the school and provides an additional venue for parent input. PA focuses on community building and parent education. PA has liaisons with CoT and Teachers Council (TC). Teachers Council is comprised of all full- and part-time teachers, and is responsible for decisions related to education, curriculum, and classrooms. Input and feedback from the entire school community is solicited through ParentSquare on a weekly basis. When possible, student opinions are solicited and included in decision-making.

Engaging and involving stakeholders:

Stakeholders have been engaged in a variety of ways, including through meetings, surveys, direct communication, newsletters, and one-on-one or small group conversations.

Ongoing stakeholder engagement:

- ParentSquare
- Open Circle of Trustees (COT) Meetings
- Parent Alliance
- Teachers Council
- Community Meetings

- Budget and Parent Satisfaction Surveys (annual)
- Student Survey

- Informal communication and feedback via email and in-person conversations

Parents: Parents serve on the boards of CoT and PA as mentioned above. SBCS has a welcoming environment for families. Our school has an open-door policy, and parents are encouraged to help in the classrooms, on the playground, and communicate with school leaders. Parent input is welcomed, and parent education opportunities are provided throughout the year.

Two community meetings were scheduled this year, with free childcare provided. Parent meeting topics included: “Internet Safety,” “Anxiety in Children,” and “Grief Management.” Approximately 20-40 parents attended each interactive presentation with our community partners. Monthly teas for parents of homeschoolers are also offered. The HomeBased Partnership hosted one parent social to build community. The HBP teachers also hosted three family activity days to promote interaction and community building. (Game Night, a UCSB Marine Biology trip, and STEAM Science Day.) The school’s science consultant hosted a parent workshop explaining how home schooling parents can effectively teach NGSS science standards to their children.

Parents were surveyed about their budgeting priorities in March 2019, with more than 46 families responding. Paper surveys were available for parents who were not able to complete the survey electronically. The information from the parent budget survey went directly to Teachers Council and the Budget Advisory Group for inclusion in the budgeting process.

In May of 2019, classroom-based parents were sent a “Parent Satisfaction Survey” about the families’ experiences with school climate, student progress, staff responsiveness, and overall satisfaction. Weekly newsletters on topics of importance for parents, such as child development, conflict resolution, culturally responsive teaching, and more are sent to parents from the classroom teachers as well as the Director of Education. Input from these activities informed the LCAP drafting process.

Thirty families participated in the Family Satisfaction Survey this spring.

Based on the spring 2019 Family Satisfaction Survey data, parents rate their child’s interactions with teachers the highest, with a 4.53 and 4.88 weighted average, on a scale of 1-5. The lowest score is still relatively high with parents reporting “work habits” as the lowest category, with a score of 4.00. With regards to the school climate, parents report that their child feels connected to the school community (4.55). The lowest score is 4.38, which is the weighted score for the question about does the child feel respected in the school environment.

This survey data will be analyzed further by Teachers Council and will impact discussion topics in the coming year.

All parents were invited to attend a community forum and presentation on the draft LCAP at the CoT meeting on April 18, 2019, via ParentSquare. The presentation shared both quantitative data, such as CAASPP scores, EL reclassification rates, and student ethnicity data, as well as cohort test score data. The CA Dashboard and the 5x5 grids were analyzed and explained.

There was an additional community forum and presentation at the Circle of Trustees meeting in May. The school's interpreter was made available during that time, as well. Parents of unduplicated students were individually invited to attend these meetings. Parents were invited to make appointments with the administrators in case they wished to share their perspective and were unable to attend the meetings. Segments of the LCAP were sent home to families through ParentSquare, offering information in smaller pieces to hopefully encourage parents to read it.

Teachers Council meets weekly, and discusses all matters related to classroom instruction, student learning, strengths, and challenges.

The specific elements of the LCAP were discussed in Teachers Council beginning in January, and continued on through our final staff meeting in June. Goals, outcomes, and next steps were analyzed and prioritized. These elements were also aligned with the Charter.

Circle of Trustees approved the LCAP on June 19, 2019.

Impact on LCAP and Annual Update

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

Parents of Unduplicated Students: Both parents and students were surveyed about the strengths and weaknesses of the after school enrichment program, and the program was modified as a result of this feedback. At the end of the year, parents and students were consulted again. As a result of parent and student feedback, we will combine the two somewhat separate programs into one, offering tutoring, enrichment, homework help, and free play to all students. Full scholarships will continue to be offered to students with a financial need.

Teachers and staff: Weekly Teachers Council meetings allow for teachers to directly discuss implementation of the vision and mission of the school. Teachers have been working diligently to meet and implement the Goals as articulated in the SBCS Charter. Teachers have a direct impact on most of the decisions made at the school, and directly impact the decisions about the educational processes at the school. Throughout the year, acting as a Professional Learning Community, Teachers Council examined student learning and made changes to the curriculum as needed. There was a significant focus this year on mathematics instruction, specifically looking at the CCSS grade level mathematical practices.

Teachers in all grades K-6 of the classroom-based program worked with their grade-level teammates to engage the Learning Lab Cycle of planning, enacting, and reflecting. Teachers focused on the CCSS grade level Mathematical Practices. (Eg. construct viable arguments, critique the reasoning of others.) In conjunction with an outside math consultant, teachers completed a Math Planning Guide toward strengthening a self-selected Teaching Practice in mathematics.

This Learning Lab Model will continue over a three year cycle. Teachers will work to develop school-wide systems and practices, specifically developing Mathematical Routines (e.g., Dot Talks, Number Talks, Choral Counting, etc.), in order to help students make sense of mathematics, develop convincing mathematical arguments, and critique and build on others' reasoning.

Teachers have prioritized this work within the Learning Lab Model. Next they will develop grade band agreements and deeper understandings of the spiral development of mathematical thinking for the students in the grade previous, as well as for the students in the next grade.

After examining the parent survey data, Teachers Council will look to how to improve student work habits, or the parent perception of student work habits, specifically regarding a feedback loop to parents and students regarding their progress and performance with projects and homework assignments.

Survey data and parent conversations directly inform the budgeting process and also impact the professional development plan for teachers.

Pupils: Students at SBCS have a voice in their classrooms, with their education, and also with the administration. The Student Alliance is in its fourth year, and makes decisions on School Spirit Day themes and is a voice for students to suggest new ideas.

Community: Beyond our school, we have regularly invited the community to work with us, such as having UCSB researchers in the classrooms, community presenters, field trips to local sites, Grandparents Day, and much more. We have a SBUSD board liaison, who attends our CoT meetings, and the DoE and DO have hosted one SBUSD assistant superintendent this year to discuss the school and current events.

Community support personnel, such as advocates from CALM, a social group facilitator, and a school-based counselor work with our students. Student teachers from Antioch University and CalTEACH are consistently placed in our classrooms. Laura Donner, Director of Education, is attending Curriculum Council meetings with SBCEO. One teacher is a member of the SBUSD Kindergarten Readiness Network. We piloted a farm-to-school partnership with Fairview Gardens last year, and continued this partnership in the current school year. Ongoing work with these community groups will continue to impact our LCAP for 2019-20.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Instruction and Curriculum: Based on SBCS Charter and its Addenda, deliver a rigorous, standards-aligned curriculum supported by appropriate material resources and highly qualified staff committed to continuous improvement.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 7: Course Access

Identified Need:

1. We need to continue to transition to NGSS in all grades and to work with teachers for fuller implementation of NGSS.
2. We need 100% of teachers appropriately assigned and fully credentialed
3. Students need to have access to instructional materials
4. Facilities are maintained

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Local: Implementation of SBE-adopted standards Metric: walk-throughs and teacher surveys	We have 100% of our materials aligned to NGSS standards K-8 At least 30% of NGSS standards are taught in every grade K-6 Teachers are aware of NGSS standards for their respective grade-levels	Quantify percent of NGSS standards covered in each grade, with target of at least 50% coverage of NGSS standards Teachers can articulate the NGSS standards implemented in their classroom with target of at least 50% coverage of NGSS standards 100% of teachers can be observed identifying NGSS standards in their lesson planning	Teachers can articulate the NGSS standards implemented in their classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 75% of the science taught. 100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.	Teachers can articulate the NGSS standards implemented in their classroom. The science instruction addresses a grade-appropriate NGSS standard for at least 80% of the science taught. 100% of teachers can be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students.
2. Local: survey of staff credentials and facilities	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained	100% of teachers are appropriately assigned and fully credentialed Students have access to instructional materials Facilities are maintained

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All students

Santa Barbara Charter School

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Santa Barbara Charter School

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Establish lesson study groups (SBCS or interdistrict)
 Utilize at least 6 hours of teacher/leader science specialist support within each classroom
 Consultation with CIRSI: two full days of consultation with Charter Group on relevant topic
 Science leadership team engages in six training days through CIRSI
 Initiate implementation of CIRSI-modeled science programs with entire credentialed staff (eg. Convergence model)
 Each teacher engages in collegial coaching that includes science
 All teachers work with science consultant to articulate and implement grade-level NGSS standards

Utilize at least 6 hours of teacher/leader science specialist support within each classroom
 Teachers work in grade level teams for science planning and lesson development
 Teachers work collaboratively to focus on building instructional skills in one science and engineering practice per month
 Teachers work with science consultant to articulate and implement grade-level NGSS standards, with a particular focus on practice standards including argumentation and modeling.

Utilize at least 6 hours of teacher/leader science specialist support within each classroom
 Teachers work in grade level teams for science planning and lesson development
 Teachers work collaboratively to focus on building instructional skills in one science and engineering practice per month

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Release time for teachers \$1750 Science Consultant \$6,000 Pay to attend CIRSI \$7,000 Overall Certificated salaries: \$1,591,715	Science Consultant \$8,000 Teacher release time for planning \$8,603 Overall Certificated salaries: \$1,436,498 Facilities, indirect costs, and maintenance \$282,000	Science Consultant \$6,000 Teacher release time for planning \$4,800 Overall Certificated salaries: \$1,447,401 Facilities, indirect costs, and maintenance \$236,000
Source	General Fund Educator Effectiveness Grant Unrestricted LCFF	LCFF	LCFF Low Performing Students Block Grant
Budget Reference	Certificated Subs Educator Effectiveness Grant Unrestricted Certificated Salaries	1000-3000: Certificated and Classified Salaries and Benefits 5000: HBP rent	1000-3000: Certificated and Classified Salaries and Benefits 5000: HBP rent

Year	2017-18	2018-19	2019-20
		7000: Indirect Costs	5000: Professional Development 7000: Indirect Costs Low Performing Students Block Grant

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Student Learning: All students will be actively engaged, encouraged, and supported in high-quality purposeful learning to achieve at least a full year of developmentally appropriate academic and social progress.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 7: Course Access

Priority 8: Pupil Outcomes

Identified Need:

1. We need to calibrate teacher evaluation criteria of student performance in writing
2. We need student cohort CAASPP scores to continue to be in the blue or green range on the CA Dashboard
3. We need all students receiving RTI level 2 and level 3 interventions to be monitored systematically, with pre-test and post-test data
4. We need to improve mathematics performance for significant subgroups on CAASPP and with in-class performance
5. We need to maintain high levels of proficiency for English Language Learners
6. We need to communicate to parents and other stakeholders about our progress with implementing NGSS standards and student performance outcomes

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Local: observation and teacher survey, consensus	Teachers establish own criteria for determining “secure” on narrative checklist and reporting to families	100% of teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)	100% of teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)	100% of teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in a second type of writing (narrative)
2. Academic indicator: Statewide Assessments	<p>Establish grade-level baselines (mean scores) for cohorts/individuals</p> <p>2016: % of students with standard met or standard exceeded in ELA: Third Grade 67% Fourth Grade 70% Fifth Grade 59% Sixth Grade 67%</p> <p>2016: % of students with standard met or standard</p>	<p>Students maintain or improve mean scaled CAASPP scores on a grade level cohort basis</p> <p>Establish a system for determining actual percentage of students who maintained or improved mean scaled scores for each cohort</p>	<p>At least 50% of students will maintain or increase mean scaled scores, year-to-year. “All students” category for test scores remain blue or green on CA Dashboard</p>	<p>At least 60% of students will maintain or increase mean scaled scores, year-to-year. “All students” category for test scores remain blue or green on CA Dashboard</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>exceeded in math: Third Grade 56% Fourth Grade 31% Fifth Grade 35% Sixth Grade 60%</p> <p>“All students” category are currently blue for ELA and green for math on CA Dashboard</p>	<p>“All students” category for test scores remain blue or green on CA Dashboard</p>		
<p>Local indicator: Pre-test and post-test data</p>	<p>Most students (85%) in level 2 and level 3 academic RTI are given pre-tests and post-tests, with reporting to teachers at least three times per year</p>	<p>Create systematic timeline of pretest and post test data for 100% of students in Level 2 and 3 academic RTI</p>	<p>Select and implement pretest and posttest tool for 100% of students in Level 1 and level 2 behavioral RTI, in student subgroup (All Kindergarten and first grade students.)</p>	<p>Select and implement pretest and posttest tool for 100% of students regarding behavioral RTI, with a teacher-completed assessment tool</p>
<p>Academic Indicator, Statewide assessments and observation</p>	<p>Socioeconomically disadvantaged students are 51 points below level three in 2015-16 in mathematics</p> <p>Hispanic students are 60 points below level three in 2015-16</p> <p>English Learners are 40 points below level three</p>	<p>Close the gap between all students and these three critical subgroups of students by at least 20% on CAASPP scores in mathematics</p>	<p>Close the gap between all students and these three critical subgroups of students by at least 20% on CAASPP scores in mathematics</p>	<p>Close the gap between all students and these three critical subgroups of students by at least 20% on CAASPP scores in mathematics</p>
<p>English Learner Progress Indicator</p>	<p>92% of our ELL’s made progress toward English proficiency in 2015</p> <p>94% of our ELL students made progress in 2016</p> <p>20% of our ELL’s were reclassified in 2015</p>	<p>At the end of each year, at least 60% of all EL students will meet the criteria of making progress toward English proficiency</p> <p>At least 20% of the English Language Learners in grades 4-6 will be reclassified as RFEP by the</p>	<p>At the end of each year, at least 60% of all EL students will meet the criteria of making progress toward English proficiency</p> <p>At least 20% of the English Language Learners in grades 4-6 will be reclassified as RFEP by the</p>	<p>At the end of each year, at least 60% of all EL students will meet the criteria of making progress toward English proficiency</p> <p>At least 20% of the English Language Learners in grades 4-6 will be reclassified as RFEP by the</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		end of 2017-18.	end of 2018-19.	end of 2018-19.
Local Indicator: write-in surveys, focus groups, interviews, observation	<p>Opportunities for parent input for decision-making: Parents serve on the boards of CoT and PA as mentioned above. Parent education opportunities and community meetings are provided throughout the year. Parents are surveyed about their budgeting priorities and given a “Family Satisfaction Survey,” both electronically and in writing. We hosted an LCAP community forum in the evening as well as during the school day. The school’s interpreter was made available during that time, as well. Parents of unduplicated students were individually invited to attend these meetings with hardcopy letters. Parents were invited to make appointments with the administrators in case they wished to share their perspective and were unable to attend the meetings.</p>	<p>In addition to maintaining these opportunities for parent input for decision-making, we will report to parents and local stakeholders on our goals toward serving unduplicated students in regards to improving mathematical performance for student subgroups and CA Dashboard data in general, at least two times during the school year. Specifically, parents of unduplicated students will be invited to interviews and focus groups in regards to improving mathematical performance for student subgroups and CA Dashboard data in general.</p>	<p>In addition to maintaining these opportunities for parent input for decision-making, we will report to parents and local stakeholders on our goals toward building resilience in students through parent education events, at least two times during the school year. Specifically, parents of unduplicated students will be invited to interviews and focus groups in regards to how strengthening resilience in children can help children improve their academic performance.</p>	<p>In addition to maintaining these opportunities for parent input for decision-making, we will report to parents and local stakeholders on our goals toward building resilience in students through parent education events, at least two times during the school year. Specifically, parents of unduplicated students will be invited to interviews and focus groups in regards to how strengthening resilience in children can help children improve their academic performance.</p>

Planned Actions / Services

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

Action 2A

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):

Schoolwide

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)
 Establish a system for determining actual percentage of students who maintained or improved mean scaled scores for each cohort
 Create systematic timeline of pretest and post test data for 100% of students in Level 2 and 3 academic RTI

Teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)
 Monitor students' mean scaled scores for each cohort on CAASPP test annually
 Select and implement pretest and posttest tool for 100% of students in Level 1 and level 2 behavioral RTI, in student subgroup (All Kindergarten and first grade students.)

Teachers will engage in a Moderation Study to determine and establish calibration of writing standards and skill expectations for each grade level in one type of writing (narrative)
 Monitor students' mean scaled scores for each cohort on CAASPP test annually
 Select and implement pretest and posttest tool for 100% of students regarding behavioral RTI, with a teacher-completed assessment tool

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Moderation study part of staff meeting time System created during staff time RTI staff will create timeline and self-monitor as a part of job expectation Certificated Salaries (listed above) Classified Salaries for Instructional Aides \$477,126	Moderation study part of staff meeting time Extra staff time for social/emotional/behavioral support time for level 1 and level 2 RTI \$3,000 Certificated Salaries (listed above) Classified Salaries for Instructional Aides \$499,514	Moderation study part of staff meeting time Extra staff time for social/emotional/behavioral assessment \$3,000 Certificated Salaries (listed above) Classified Salaries for Instructional Aides \$520,111
Source	Unrestricted LCFF	LCFF MTSS Grant	LCFF MTSS Grant
Budget Reference	Unrestricted Certificated Salaries	1000-3000: Certificated and Classified Salaries and Benefits MTSS Grant	1000-3000: Certificated and Classified Salaries and Benefits MTSS Grant

Planned Actions / Services

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

Action 2B

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Schoolwide

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide free after school enrichment opportunities, sports program, and academic support program for unduplicated students
 Unduplicated students will have priority access to free afterschool homework help and tutoring.
 Provide needed supplies for unduplicated students related to in-class and after school performance, tutoring, and enrichment
 Provide access to Dreambox Math online program
 Provide in-class tutoring for ELL students.
 Provide in-class and after school math tutoring focused on individual needs of unduplicated students as identified through teacher observation and CAASPP test scores.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	After school enrichment classes, sports teams, and tutoring, and in-school tutoring \$56,168 Additional math tutor \$8,000 Instructional Supplies \$4,000 Dreambox Math \$6,900	See amount for 2017-18	See amount for 2017-18 Certificated Staff accounted for in Goal 1
Source	LCFF Unduplicated Funds	See source for 2017-18	See source for 2017-18
Budget Reference	Other classified salaries hourly Instructional Supplies Field Trips	See budget reference for 2017-18	See budget reference for 2017-18

Planned Actions / Services

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

Action 2C

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Schoolwide

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Provide free childcare to families for attending parent education events, when meeting with school administration or staff, and when engaging in focus groups.

Provide certified interpreter for all parent education events, stakeholder meetings, and when engaging in focus groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Childcare \$500 Interpreter \$1,000	See amount for 2017-18	See amount for 2017-18
Source	LCFF Unduplicated Funds	See source for 2017-18	See source for 2017-18
Budget Reference	Other classified salaries hourly	See budget reference for 2017-18	See budget reference for 2017-18

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

School climate and relationships: Foster and promote a school climate and community that actively involves, welcomes, and responds to the needs of all stakeholders, especially including parents/families, and continues to promote and nurture diversity.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Identified Need:

1. We need to update and maintain key school documents, including the website, in Spanish. We need a certified interpreter to be present at school functions, school tours, parent-teacher conferences, and when providing outreach in the community.
2. We need to identify implicit bias in school staff in order to better respond with culturally responsive teaching practices. School staff needs to understand how students and families feel about the school environment, academic performance, and staff interactions.
3. We need parents of unduplicated students to participate in school events and educational opportunities. Parents needs support with helping their child participate in events that require preparation outside of school (e.g., science fair). Parents need to be able to request field trip subsidies easily.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local: observation	<p>Website maintained bilingually in English and Spanish.</p> <p>Certified staff interpreter present at meetings and during the school day.</p>	<p>We currently have six pre-enrollment documents in Spanish. We will translate at least four more documents this year.</p> <p>Have a second staff member become certified as an interpreter.</p>	<p>We currently have our classroom-based website available in Spanish. We will have our HomeBased Partnership website translated into Spanish.</p> <p>Have a second staff member become certified as an interpreter.</p>	<p>Maintain website in English and Spanish.</p> <p>Add information about and registration for our After School Program to the school website and translate in both English and Spanish.</p>
Local: pre-test and post-test data; survey; interviews with parents	<p>Some teachers have identified areas where culturally responsive teaching practices can be integrated into the curriculum and used in the classroom. Some teachers have self-identified implicit bias.</p> <p>Some students share feedback on school climate.</p> <p>Family Satisfaction data is gathered through a survey and compared to the previous year.</p>	<p>Staff will identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.</p> <p>Teachers will self-identify implicit bias and take at least one action to reduce/address implicit bias in the classroom.</p> <p>Students will be surveyed as to the impact of the Student Alliance on their sense of voice in the school and impact to the school community.</p> <p>Based on the survey data, Director of Education and Director of Operations, along with Teachers Council, will identify one area to examine in detail in order to improve the level of family satisfaction.</p>	<p>Staff will identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.</p> <p>Teachers will self-identify implicit bias and take at least one action to reduce/address implicit bias in the classroom.</p> <p>Students will be surveyed on their views of the school climate.</p> <p>Based on the survey data, Director of Education and Director of Operations will identify one additional area to examine in detail in order to improve the level of family satisfaction.</p>	<p>Staff will identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.</p> <p>Teachers will self-identify implicit bias and take at least one action to reduce/address implicit bias in the classroom.</p> <p>Students will be surveyed on their views of the school climate.</p> <p>Based on the survey data, Director of Education and Director of Operations will identify one additional area to examine in detail in order to improve the level of family satisfaction.</p>
Local: observation	School staff solicits parent input on parent education	Parents of unduplicated	Parents of unduplicated	Parents of unduplicated

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>events.</p> <p>Staff support students in grades 2-6 with completing a science fair project, as needed.</p> <p>Field trip subsidies are offered to all students who have a financial need.</p>	<p>students will be sought out to gather input on topics for parent education events.</p> <p>Parent education topics offered based on survey data. Free childcare provided.</p> <p>Develop at least two additional systems to support students and parents with completing their science fair projects at home.</p> <p>Ensure that all field trip permission forms have a place for parents to easily request a subsidy for school field trips.</p> <p>Offer payment plans to parents for any field trip with a requested donation over \$100.</p>	<p>students will be sought out to gather input on topics for parent education events.</p> <p>Parent education topics offered based on survey data. Free childcare provided.</p> <p>Develop at least two additional systems to support students and parents with completing their Mathematician's Expedition projects at home.</p>	<p>students will be sought out to gather input on topics for parent education events.</p> <p>Parent education topics offered based on survey data. Free childcare provided.</p> <p>Develop at least two coaching opportunities to train parents in how to support their children with home-projects such as the Mathematician's Expedition and Science Festival.</p>

Planned Actions / Services

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

Action 3A

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):

Schoolwide

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Increase number of Spanish documents from six to ten.

Have a second staff member become certified as an interpreter.

Staff will identify and remedy one element of institutional bias to improve access to SBCS by under-represented populations.

Teachers will self-identify implicit bias and take at least one action to reduce/address implicit bias in the classroom.

Students will be surveyed as to the impact of the Student Alliance on their sense of voice in the school and impact to the school community.

Based on the family satisfaction survey data, Director of Education and Director of Operations, along with Teachers Council, will identify one area to examine in detail in order to improve the level of family satisfaction.

2018-19 Actions/Services

Staff will educate parents about building resilience in students, and how collecting data on ACE's (Adverse Childhood Events) can help the school professionals to begin to address a student's possible underlying needs. This process will be initiated for students referred to a Student Study Team (SST) meeting.

Staff will identify and remedy one additional element of institutional bias to improve access to SBCS by under-represented populations.

Teachers will self-identify implicit bias and take at least one additional action to reduce/address implicit bias in the classroom.

Students will be surveyed on their views of the school climate.

Based on the family satisfaction survey data and school climate data, Director of Education and Director of Operations, along with Teachers Council, will identify one area to examine in detail in order to improve the level of family satisfaction.

2019-20 Actions/Services

Staff will outline a protocol for collecting data on ACE's (Adverse Childhood Events) in order to begin to address a student's underlying needs for students referred to a Student Study Team (SST) meeting.

Staff will identify and remedy one additional element of institutional bias to improve access to SBCS by under-represented populations.

Teachers will self-identify implicit bias and take at least one additional action to reduce/address implicit bias in the classroom.

Students will be surveyed on their views of the school climate.

Based on the family satisfaction survey data and school climate data, Director of Education and Director of Operations, along with Teachers Council, will identify one area to examine in detail in order to improve the level of family satisfaction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	Maintain Website \$3,000 Translation services \$1,000 Staff Interpreter (mentioned above) Discussions and crafting survey document will take place during staff meetings	Maintain Website \$3,000 Translation services \$3,000 Development of ACE's survey \$2,000 Resilience workshop for community \$3000 Staff Interpreter (mentioned above) Discussions and crafting survey document will take place during staff meetings	Maintain Website \$3,600 Translation services \$3,000 Discussions and crafting survey document will take place during staff meetings Parent education training events, staff pay \$1000 Interpreter (mentioned above)
Source	General Fund LCFF Unrestricted Funds	LCFF MTSS Grant	LCFF MTSS Grant
Budget Reference	Other classified salaries hourly Professional services Certificated Salaries	1000-3000: Certificated and Classified Salaries and Benefits MTSS Grant	1000-3000: Certificated and Classified Salaries and Benefits MTSS Grant

Planned Actions / Services

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

Action **3B**

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Schoolwide

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Parents of unduplicated students will be sought out to gather input on topics for parent education events.

Parent education topics offered based on survey data. Free childcare provided.

Develop at least two additional systems to support students and parents with completing their science fair projects at home.

Subsidize field trip costs.

Provide childcare at no cost to families on teacher in-service days for students who qualify based on financial need.

Offer payment plans to parents for any field trip with a requested donation over \$100.

2018-19 Actions/Services

Parents of unduplicated students will be sought out to gather input on school budget and fundraising goals.

Parent education topics offered based on parent survey data. Free childcare provided.

Develop at least two additional systems to support students and parents (grades 4-6) with completing their Mathematician's Expedition projects at home.

Expand the "Claims Evidence Reasoning" model as a format to use to address each student's math question for the Mathematician's Expedition project in grades 4-6.

Subsidize field trip costs.

Provide childcare at no cost to families on teacher in-service days for students who qualify based on financial need.

Formalize and update the process for families to apply for scholarships to our After School Program.

Offer payment plans to parents for any field trip with a requested donation over \$100.

2019-20 Actions/Services

See actions/services for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	Childcare for meetings (previously mentioned above) Field Trip subsidies \$3,000 After School Care on teacher in-service days \$3,000	Childcare for meetings (previously mentioned above) Field Trip subsidies \$3,000 After School Care on teacher in-service days \$3,000 Scholarships for the After School Program \$30,000	Childcare for meetings (previously mentioned above) Field Trip subsidies \$3,000 After School Care on teacher in-service days \$1,500 Scholarships for the After School Program \$7,000
Source	LCFF unduplicated funding	LCFF unduplicated funding Fundraising	LCFF unduplicated funding Fundraising
Budget Reference	Unrestricted classified salaries	Unrestricted classified salaries	Unrestricted classified salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 108,918

4.8 %

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).

How the school increased the quality and/or quantity of services in proportion to the amount of LCFF Supplemental and Concentration funding received for high needs students, and how the spending principally benefits high needs students:

For the coming year, we will combine our two separate after school programs into one program so that students' needs can be met more completely. Students and parents can choose from all options of after school education: tutoring, enrichment, homework help, etc.

Services for unduplicated pupils: We plan to continue to provide targeted Afterschool Homework Help and tutoring to reinforce standards-based instruction, especially in mathematics. We will continue to provide EL students with direct instruction in areas of identified weakness as assessed on teacher-created tests, the ADEPT test, CELDT or LPAC, and classroom-based performance. In addition, after examining baseline data, we will continue to refine classroom-based strategies that promote more performance equity.

Services are increased qualitatively by hiring a certificated intervention teacher to provide mathematics support in the classrooms.

High Needs Students funding:

After school enrichment classes and in-school intervention \$48, 862

After School tutors: \$8,500

Math intervention teacher (50%) \$25,000

Instructional Supplies \$3,000

Field Trip Subsidies \$3,000

Childcare for meetings \$500

Translator/interpreter \$1,000

After School Care on teacher in-service days for those with socio/economical need \$3,000

Scholarships for After School Care for students with socio/economical need: \$7,000

Why after school enrichment, tutoring, and homework help:

Money has been allocated to support services to students who are English Language Learners or on Free and Reduced Lunch because students in these two sub-groups often struggle with academic achievement. We are looking for ways to provide access to opportunities to these students to which other students have access already. There are two areas where our unduplicated students seem to differ from other students: Participation in Enrichment Activities and Homework or Tutorial Help. Our goal is to raise academic performance of unduplicated students. We provide enrichment opportunities that build language and an experience base and we provide homework and tutorial support four afternoons per week. We can best meet individual student needs by working with the individual students and developing supports that are specific for their strengths and weaknesses. The staff in the afterschool homework/tutoring program also works in the classrooms with the children during the day, and knows them well.

Why math intervention teacher:

Our Hispanic students, as well as our High Needs students, need more direct support in the area of mathematics. While we will have a math consultant working with all the teachers to support all students (Lower Performing and High Needs), we also need a credentialed teacher to work directly with students in small groups. We will look toward some of the best practices in mathematics, as well.

Why scholarships for field trips and after school care:

All students, regardless of economic means, need to be able to access a safe, engaging, and relevant educational program. Many parents work full time, and we need to provide work-day supervision for all of our students in a place where they can get their educational, social, emotional, and behavioral needs met.

For all students:

Dreambox Learning Mathematics program \$7,100

Why Dreambox Math (taken from <http://www.dreambox.com/why-dreambox>):

Adapts to the individual learner: Continuous formative assessment in and between lessons, analyzes over 48,000 data points per student, per hour to provide the right next lesson at the right time.

Personalizes instruction from intervention through enrichment: Strategically increases the learning velocity of struggling students, advanced students, and on-level students.

Teachers can work systematically to identify individual strengths and weaknesses.