

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Hope Elementary

## Contact Name and Title

Melanie Matta

Superintendent/Principal

## Email and Phone

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559-784-1064

## 2017-20 Plan Summary

### The Story

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

Hope Elementary School District is a rural, single-site school district located just southeast of the city of Porterville, with approximately 250 Transitional Kindergarten through eighth grade students served. In the past ten years, the district has enjoyed increasing enrollment due to a high out-of-district interest rate. The school district is one of the few single-school districts in the county serving a TK – 8 student population in self-contained classrooms. Parents, students, and family members report a shared feeling of comfort, safety, and appreciation for the small school, family-oriented approach of Hope Elementary School District. The demographics of the district ethnic composition include approximately 56.88% Hispanic, 41.57% White (Non-Hispanic), 0.0078% Asian (Non-Hispanic), 0.41 % Black (Non-Hispanic), 0.0078% Multi-Ethnic (Non-Hispanic), and 0.0078% Unknown. The district is composed of 73.73% socioeconomically disadvantaged, 29.80% English Language Learners and 0.02% students with disabilities.

Hope Elementary School District originated in 1892. Today's campus has benefited from a more than 50% enrollment increase over the past nine years. There are eleven classrooms, seven of which are permanent, in-use on the campus. Two classrooms were remodeled in 2012, and construction that year also added a multi-purpose building and three additional classrooms. All classrooms and buildings are equipped with internet access points to enhance Wi-Fi capability, and students in grades 5 – 8 have a 1:1 Chromebook ratio for daily instructional use. Additionally, students in grades K – 4 share the use of two Chromebook carts with 30 Chromebooks in each cart. During a recent facility inspection, the school was found to be in satisfactory condition. In the most recent Williams Compliance Review, the school

was found to be in compliance in all areas.

Our teachers and staff believe that education is a partnership between the school, the parents, the students, and the community. Our school motto may best demonstrate our core belief in this area: Building it Better by Working Together. By doing this, we are able to share responsibility in creating and carrying out a vision for building an educational community wherein all students, staff, and family members are valued and given opportunities to be a part of the wonderful things that happen on our campus. We want our Tiger students to be ready to engage in meaningful higher learning and to be productive and contributing members of society. We celebrate the myriad of differences that comprise our multi-faceted stakeholder community, and see these differences as a source of strength for our school family. The priorities of our school are to attain high student achievement, build self-esteem, create a deep and abiding love of learning, and provide students with an opportunity to serve the community, all in a safe and secure environment where the concept of family is extended beyond the home. When students leave Hope Elementary School, it is our goal to help them be ready to continue their education in high school, college, or develop their skills in their chosen avocation.

In addition to our core academic program, we offer enrichment and supplemental programs that enhance our student body. These programs include student academic competitions, outdoor science labs, art shows, student leadership, Character Counts, and extended learning opportunities. The students are given many opportunities to showcase their talents, both academically and socially. Our staff strives toward building a school community wherein students and staff interact in a peaceful and cooperative environment that promotes social responsibility and embeds learning in all that is done.

Our school community has made it a priority to provide Hope Elementary School students with the very best 21st century education possible. Our staff is committed to making this school year another exciting and successful experience for each of our students. However, with the growing changes in education and the many obstacles faced by school districts statewide, Hope Elementary School realizes the ever-present need to foster and build upon our valued partnerships to be equipped to face those challenges with the tools needed to achieve our goals and make our vision a continued reality. We are very fortunate to have many experienced and highly trained teachers and support staff who are passionate about making a difference for our students and who realize the magnificent accomplishments that can be achieved when we practice, "Building it Better by Working Together."

Hope Elementary School is dedicated to serving each student's individual needs, as well as reaching our overall academic goals. We realize that every student matters and every student's contributions help to shape who we are. At Hope Elementary School, we provide the essential components of a quality school program, a rigorous academic curriculum to challenge and meet the academic needs of all our students, but we also help each student discover the talents and gifts that exist inside of them and how sharing those attributes builds a better world around us. Board members, staff, parents, students, and community members are committed to continued improvement and working together to make this school an extraordinary place to be.

## LCAP Highlights

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

This year's LCAP builds upon the progress made as a result of prior years' use of funds provided to address the eight state priorities and improve student achievement. We have established a very strong base in curriculum and instruction, teacher and student support services, experiential learning, project-based learning, English language development, and technology. This year's LCAP deepens and expands effective actions and services based on proven effective strategies in three goals:

Goal 1: All students at Hope School will actively engage in and be successful in a broad course of study driven by full implementation of Common Core state standards (CCSS) and state content and performance standards in courses as defined by Ed Code 51210 and implement CCSS in classrooms and other learning spaces through variety of blended learning environments (in school, outdoors) while closing the achievement gap.

Goal 2: All students at Hope Elementary School District will have the technology skills critical for access to the curriculum, for success in the curriculum, and for preparation for high school, career, and college.

Goal 3: Hope School will provide a safe, secure environment that maximizes available and potential resources, provides technology infrastructure for teacher, student, and administrative use, fosters a productive teaching and learning environment, and creates a positive climate that engages all staff, students, and parents in learning.

## Review of Performance

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

## Greatest Progress

According to the state performance indicators for both English Language Arts and Mathematics assessments, "all students" and all subgroups increased achievement on the state tests. English learners, socioeconomically disadvantaged, and white subgroups increased significantly. Planners view this as an indication that LCAP services and actions to address and improve factors related to state priorities and student achievement are taking hold and need to be strengthened and expanded. These include extending learning time, infusing technology, expanding supplemental materials and experiential learning.

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

## Greatest Needs

The only indicator for which overall performance is in the "red" category is English Learner Progress. The three year plan for LCAP addresses this by strengthening teacher professional development in ELD and differentiated strategies to help English learners bridge the gap as they learn academic English. Suspension rate is in the "orange" indicator. The three year plan addresses this by improving and expanding services for students focusing on school engagement and behavior. Further, staff training and parent education and training are being expanded to assure that students and parents are connected to school and positive in school interactions.

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

## Performance Gaps

There is no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

One of the significant ways we will improve services for low-income and English learner students is through expansion of experiential learning through curricular field trips and project-based learning. These strategies give our students the opportunity to apply what they are learning in class and expand their knowledge base. Another strategy is extended learning time through after-school tutoring and summer school to increase time on task, a proven effective strategy for increasing student achievement.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2,666,997
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 477,063

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

By far the largest and most important expenditure in the General Fund is instructional salaries and benefits for teachers and other staff who are the center of instruction and learning at Hope School. Maintenance and custodial staff are critical in maintaining a safe, secure learning environment. Bus

drivers make sure our students arrive at school and back home on time and safely. Other support staff make sure that teachers and students have the support they need to be able to focus on the classroom. Because the eight state priorities encompass all of these aspects of the schooling process, all of these staff are critical in the teaching/learning process for our students. In addition to Supplemental and Concentration grant funds, the district receives federal funds that specifically target improved academic achievement in language arts and mathematics

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 2,393,581

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

All students at Hope School will actively engage in and be successful in a broad course of study driven by full implementation of Common Core state standards (CCSS) and state content and performance standards in courses as defined by Ed Code 51210 and implement CCSS in classrooms and other learning spaces through a variety of blended learning environments (in school, outdoors) while closing the achievement gap.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Credentialed Teacher Rate [R] (state priority 1)  
100%

**Actual**

100%

**Expected**

Credentialed Teacher teaching outside of subject area rate [R] (state priority 1)  
0%

teacher misassignment rate [R] (state priority 1)  
0%

teacher of English learners misassignment rate [R] (state priority 1)  
0%

Most recently adopted textbooks rate [R] (state priority 1)  
100%

Overall facility rating [R] (state priority 1)  
"good"

student lacking own copy of textbook rate [R] (state priority 1)  
0%

CCSS English Language Arts/ English Language Development and Math [R] (state priority 2 and 7)  
4= full implementation

**Actual**

0%

0%

0%

100%

good

0%

4= full implementation

**Expected**

state standards access by English learners and students with exceptional needs [R] (state priority 2 and 7)  
4= full implementation

implementation of Health Education Content Standards [R] (state priority 2 and 7)  
4= full implementation

implementation of Physical Education Model Content Standards [R] (state priority 2 and 7)  
5= full implementation and sustainability

implementation of Visual and Performing Arts Standards [R] (state priority 2 and 7)  
4= full implementation

implementation of Next Generation Science Standards [R] (state priority 2 and 7)  
1= exploration and research

implementation of History Social Science Content Standards [R] (state priority 2 and 7)  
4= full implementation

**Actual**

4= full implementation

4= full implementation

5= full implementation and sustainability

4= full implementation

1= exploration and research

4= full implementation



**Expected**

schoolwide CAASPP ELA distance from three [R]  
45 points below level three

White CAASPP ELA distance from level three [R]  
45 points below level three

Hispanic CAASPP ELA distance from level three [R]  
45 points below level three

Low income CAASPP ELA distance from level three [R]  
45 points below level three

English Learner CAASPP ELA distance from level three [R]  
45 points below level three

Schoolwide CAASPP Math distance from level three [R]  
80 points below level three

White CAASPP Math distance from level three [R]  
80 points below level three

**Actual**

43.8 points below level three

14.3 points below level three

62.8 points below level three

53.1 points below level three

77 points below level three

73.8 points below level three

47.9 points below level three

**Expected**

Hispanic CAASPP Math distance from level three [R]  
80 points below level three

Low Income CAASPP Math distance from level three [R]  
80 points below level three

English learner CAASPP Math distance from level three [R]  
80 points below level three

English Learner progress toward English proficiency  
68%

English learner redesignation rate  
20%

enrollment in broad course of study schoolwide and by unduplicated  
count students and by students with exceptional needs [R] (state priority  
7)  
100%

**Actual**

88.8 points below level three

84 points below level three

101.1 points below level three

62%

0%

100%

**Expected**

programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R] (state priority 7)  
effective

Highly Qualified Teacher Rate = 100%

**Actual**

effective

100%

**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**

# 1.1: All teachers will continue to deepen their knowledge and application of CCSS ELA, Math and ELD standards, as well as other state academic and performance standards as needed, by participating in CCSS and ELD training provided by the Tulare County Office of Education.

**Actual Actions/Services**

# 1.1: Teachers received ELD training one day, as provided by Tulare County Office of Education. Additionally, all teachers attended the Tulare County Small Schools conference and participated in one half-day of ELA/ELD training.

**Budgeted Expenditures**

\$ 3,000  
LCFF S/C  
travel/conference

**Estimated Actual Expenditures**

\$ 570  
LCFF S/C  
travel/conference

## Action 2

### Planned Actions/Services

# 1.2: Teachers, as part of their personal professional development plan, will participate in training at TCOE or other resources upon board approval. Each teacher will attend at least 1 inservice training per year and participate in on-campus staff development meetings at least two times per year.

### Actual Actions/Services

# 1.2: Teachers received ELD training one day, as provided by Tulare County Office of Education. Additionally, all teachers attended the Tulare County Small Schools conference and participated in one half-day of ELA/ELD training, on-campus staff development meetings once per week.

### Budgeted Expenditures

\$ 3,000  
LCFF S/C  
travel/conference

### Estimated Actual Expenditures

\$ 0  
LCFF S/C  
travel/conference

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

# 1,3: Teachers participated in one grade level collaboration meeting per month and planned PBL units. Teachers also routinely participated in IEP meetings with county consultants to plan for differentiated and adapted curriculum for students with special needs.

\$ 6,000  
LCFF S/C  
materials and supplies

\$ 7,514  
LCFF S/C  
materials and supplies

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

# 1.4: Induction Program (BTSA): As applicable, the school district will continue to support the participation of teachers in the BTSA program and other new teacher support programs of TCOE.

# 1.4: Four (4) teachers successfully participated in the TIPs program this year, three (3) being Year 1.

\$ 8,158  
LCFF S/C  
contracted services

\$ 1,500  
LCFF S/C  
contracted services

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

# 1.5: Continue to provide resources for teachers to tutor students needing academic support in an extended learning setting (before & after school and/or summer school).

# 1.5: Teachers provided after school tutoring services for at-need students. Staff was in overwhelming agreement that tutoring throughout the school year was far more beneficial than summer school and would address learning deficiencies at critical times throughout the current school year.

\$ 29,974  
LCFF S/C  
salaries and benefits

\$ 27,240  
LCFF S/C  
salaries and benefits

## Action 6

### Planned Actions/Services

# 1.6: Continue current contract for intervention services with TCOE for specialized services: teacher for special needs students, school psychologist, hearing intervention, and speech therapist.

### Actual Actions/Services

# 1.6: TCOE contract for Special Education teacher, school psychologist, speech pathologist continues. Staff agrees that services are important for student achievement and benefit.

### Budgeted Expenditures

no additional costs

### Estimated Actual Expenditures

no additional costs  
LCFF Base  
services provided through  
contract with TCOE

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 1.7: Board and administration develop calendars and procedures regarding implementation of state standards

# 1.7: Not done. Governance planning and study session has been a topic of interest for future board planning that would provide opportunity to complete this action.

no additional costs

\$ 0

## Action 8

### Planned Actions/Services

# 1.8: Teachers and administration, as part of the professional learning community work, continue implementation of the plan for full implementation of the broad course of study and access by English learners per Ed Code 51210 and 51220

### Actual Actions/Services

# 1.8: PLC meetings included planning strategies for implementation

### Budgeted Expenditures

costs included as part of base salaries and duties  
LCFF Base

### Estimated Actual Expenditures

costs included as part of base salaries and duties  
LCFF Base

## Action 9

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 1.9 Build leadership and professional learning community by recruiting and training teachers, with stipends, for leadership positions (SBAC/Technology Coordinator, Lead Teacher, CELDT Coordinator, Athletic Director, Student Council Coordinator, etc.).

# 1.9: Teachers have served in leadership and stipend positions and have been responsible for completing tasks that are critical to the implementation and management of programs for student benefit.

\$18,801  
LCFF S/C  
salaries and benefits

\$15,000  
LCFF S/C  
salaries and benefits

## Action 10

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

1.10: Maintain three non-student attendance days to the school calendar in order to deepen and implement professional development for teachers and staff while maintaining critical classroom processes for students and reducing lost instruction by having a substitute teacher while the teacher of record is in professional development.

# 1.10: Teachers completed three (3) additional days in staff development in ELD content and delivery, training for new curriculum, and use of Aeries for maintaining a grading and reporting system.

\$ 14,745  
LCFF S/C  
salaries and benefits

\$ 15,000  
LCFF S/C  
salaries and benefits



## Action 11

### Planned Actions/Services

1.11: Continue to employ a part-time Instructional Aide for student academic support in order to expand instructional time for students with exceptional needs.

### Actual Actions/Services

# 1.11: Instructional Aide continues to work under the direction of the Special Education teacher and services to students has improved and increased in student contact hours.

### Budgeted Expenditures

\$ 17,594  
LCFF S/C  
salaries and benefits

### Estimated Actual Expenditures

\$ 17,594  
LCFF S/C  
salaries and benefits

## Action 12

### Planned Actions/Services

# 1.12 Teachers, as part of the PLC work, continue to develop and refine PBL units and differentiated instruction strategies to meet the academic needs of all learners.

### Actual Actions/Services

# 1.12: Through training and monthly collaboration, teachers continue to develop and refine PBL units and refine instructional strategies to meet the needs of diverse learners.

### Budgeted Expenditures

costs included as part of base salaries and benefits  
LCFF Base

### Estimated Actual Expenditures

costs included as part of base salaries and benefits  
LCFF Base

## 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.

Upon adoption and approval of the three-year 2017-2020 LCAP, the superintendent and staff created a workplan for implementation, monitoring and evaluation. Part of the implementation plan included setting up a calendar for professional development and providing information to teachers about opportunities to expand and enhance professional knowledge and skills. Another aspect of implementing this goal was identifying teacher leaders to assume leadership roles in such things as state testing and student leadership building. Contracts were established with providers and local mentors recruited and trained to support new teachers. This second year, 2017-18, has been a year of planned transition in district administration as well as adjusting to a change in the business office staff. Because the district had developed a three-year plan, these changes did not have significant impact on implementation, however, some actions/services were not implemented as planned. The district is keeping these in the three-year plan and will re-evaluate them with the annual evaluation/update based upon new district administration and stakeholder input.

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

State indicators continue to confirm local findings that significant progress is being made in implementation of ELA and Math standards schoolwide and for all subgroups. Implementation of training this year in ELD standards has been very effective in improving classroom instruction and support for English learners. Teachers and parents report that experiential learning actions and incentives and awards for positive student performance continue to have a direct and positive impact on student achievement. Building local teacher leaders is a very important activity not only for professional development of teachers but for coordination of curriculum and instruction. Finally, the district's investment in support for new teachers is critical and having a positive impact. Yet to be learned is whether this will result in improved teacher retention. Adding three non-student days to the calendar for professional development had a very positive impact on professional development and enabled teachers and students to have consistency in the classroom through saving lost instructional time from teacher absences for professional development. Due to the Parkland school shooting, parents and staff concern for school safety planning and training significantly increased this year. Goal 1 cyber training in this area was not conducted this year and will be re-emphasized in year three.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

# 1.1 and #1.2: Planners determined that professional development has substantially increased and improved with the three teacher development days added to the school calendar. Although further study is needed in the 2018-19 academic year, planners attribute the material difference in these two actions to this shift in the method of professional development delivery.

# 1.4: The cost of support providers was paid from the LCFF Base.

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.

Because 2018-19 is only the second year of the three-year plan, stakeholders recommend no major changes in this goal. It is important to continue emphasis on full and sustainable implementation of state standards in the broad course of study and fully implementing ELD and supports for English learners to assure access and success in the broad course of study.

# Goal 2

All students at Hope Elementary School District will have the technology skills critical for access to the curriculum, for success in the curriculum, and for preparation for high school, career, and college

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

availability to students of necessary technology to achieve CCSS expectations [L]  
85%

availability to teachers of necessary technology to teach CCSS [L]  
100%

### Actual

85%

100%

**Expected**

number and percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]  
75%

Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]  
75%

**Actual**

75%

75%

**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**

# 2.1: Maintain and deepen technology training by TCOE consultants and ERS media contract; 2 days( training & follow-up) on applications and programs available through the ERS portals

**Actual Actions/Services**

# 2.1: incomplete. Due to activities in other professional development and teacher confidence in tech knowledge and skills, no teachers have attended this training this year.

**Budgeted Expenditures**

\$ 3,000  
LCFF S/C  
other operating expenses

**Estimated Actual Expenditures**

\$ 0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

# 2.2: Each teacher continues to participate in technology workshops in classroom applications (1-3 each depending on experience) at ERS.

# 2.2: Teachers have not participated in technology workshops at ERS. However, the district has considered alternate methods for addressing the needs of teachers to refine technology skills. TCOE ERS provided training in Google Classroom applications on campus in May, 2018.

\$ 2,500  
LCFF S/C  
other operating expenses

\$ 480  
LCFF S/C  
other operating expenses

### Action 3

#### Planned Actions/Services

# 2.3: Expand and deepen training on internet security, cyber bullying, district policies, etc. Parent workshops and handouts in these topics will also be continued.

#### Actual Actions/Services

# 2.3: Not completed. The district needs to look further into consulting with TCOE or a private entity to provide oversight into the development of policies and agreement use contracts, as well as trainings for staff and stakeholders.

#### Budgeted Expenditures

\$ 2,500  
LCFF S/C  
other operating expenses

#### Estimated Actual Expenditures

\$ 0

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

# 2.4: Empowered Technology Committee charged with developing a scope and sequence of digital skills embedded in the CCSS is formed and empowered with resources to complete its work.

# 2.4: not completed. The planning committee recommended that this action be re-evaluated by incoming new district administration

no additional costs

\$ 0

## Action 5

### Planned Actions/Services

# 2.5: Maintain budget for purchase of applications and materials for differentiation and adaptation of instruction to the academic needs of all students and of subgroups of students to assure that all students have access to standards-based textbooks and instructional materials. Purchase Go Math adoption and other adoptions

### Actual Actions/Services

# 2.5: Addition of chromebooks and charging cart has allowed the ratio of 1:1 to be expanded to 3rd - 8th grade. Students have access to online programs and learning portals for GoMath and ELA curriculum. Additionally, teachers use online programs to supplement learning.

### Budgeted Expenditures

\$ 74,497  
LCFF S/C  
materials and supplies

### Estimated Actual Expenditures

\$ 78,832  
LCFF S/C  
materials and supplies

## Action 6

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 2.6: Continue IT contract for maintenance and support for classroom technology

# 2.6: IT contract is maintained for support for infrastructure needs and set-up of Chromebooks.

\$ 2,500  
LCFF S/C  
other operating expense

\$ 2,080  
LCFF S/C  
other operating expense

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 2.7: Expand and maintain classroom technology set-ups to assure continuity and access for all teachers and students

# 2.7: Classroom access points have been expanded and maintained to ensure optimal internet connections for student learning and state testing.

\$ 3,500  
LCFF S/C  
other operating expense

no additional costs

## Action 8

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 2.8: Maintain and continue to improve technology curriculum for students schoolwide based on results of Common Core assessments, classroom assessments and curriculum needs

# 2.8: Teachers assess student learning needs and continue to implement technology into curriculum planning and delivery. This is very prominent in grades 4th - 8th and teachers report students use their Chromebooks daily for assignments and learning projects.

\$ 5,000  
LCFF S/C  
other operating expense

\$ 785  
LCFF S/C  
other operating expense



**Action 9****Planned Actions/Services**

# 2.9: Purchase one additional technology charging and storage cart, equipped with 30 Chromebooks.

**Actual Actions/Services**

# 2.9: Completed, expanding inventory to a cart for every classroom from 3rd - 8th grade. Other classrooms share a cart on a rotating basis.

**Budgeted Expenditures**

\$ 25,000  
LCFF S/C  
equipment and supplies

**Estimated Actual Expenditures**

\$ 20,808  
LCFF S/C  
equipment and supplies

**Action 10****Planned Actions/Services**

# 2.10: The District will provide participation in Cyber-Competition as a co-curricular activity and review additional opportunities for students to practice technology skills in co-curricular settings, and host other competitions that embed the use of technology in and out of the classroom.

**Actual Actions/Services**

# 2.10: Students have not participated in co-curricular activities. The district will continue assessing for best possible opportunities to provide students with exposure to competition. In 4th - 8th grade, students use technology routinely to research, prepare, and present academic content in the classroom as part of PBL units.

**Budgeted Expenditures**

\$ 2,000  
LCFF S/C  
other operating expense

**Estimated Actual Expenditures**

\$ 0

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Upon adoption and approval of the three-year 2017-2020 LCAP, the superintendent and staff created a workplan for implementation, monitoring and evaluation. In goal 2, this involves short-term and long-term planning for connectivity, curriculum and instruction in the technology embedded in the state standards, professional development, access to the tools and applications needed by staff, teachers, and students, and maintenance of the technology. The most successful aspect of implementation has been in acquisition of the tools, connectivity, and maintenance. Yet to be fully implemented is long-term planning for instruction in the technology embedded in the state standards and professional development to assure that all teachers are using the technology effectively. These include technology training for teachers and parents as well as training on Internet bullying and other aspects of appropriate use. These are very important. The district is keeping these in the three-year plan and will re-evaluate them with the annual evaluation/update based upon new district administration and stakeholder input.

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

Overall, local evaluation (classroom observations, teacher lesson plans, teacher and parent surveys, review of student work) and stakeholder input from parents, teachers, and students confirm that the infusion of technology at Hope School continued to have positive impact in the classroom in 2017-18. Teacher and student technology skills are increasing, especially in the digital skills necessary to access the state assessments. A key activity still not implemented in 2017-18 was the technology plan for teaching the digital skills embedded in the state standards. This plan remains an important activity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between planned and actual expenditures occurred in action/service:

# 2.2: Training took place as part of the media contract with TCOE ERS. Only one teacher took individual training off-site.

# 2.3: This training did not take place in 2017-18. After the Parkland school shooting, there was renewed parent interest in this and other Internet safety training for all stakeholders and this will be provided in 2018-19.

# 2.8: Not all teachers have integrated these lessons into their daily instruction.

#2.10: The local cyber competition did not take place.

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.

Because 2018-19 is only the second year of the three-year plan, stakeholders recommend no major changes in this goal. Stakeholders, especially parents and teachers, emphasize the need to conduct training for staff and parents on cyber bullying and other Internet safety training.

# Goal 3

Hope School will provide a safe, secure environment that maximizes available and potential resources, provides technology infrastructure for teacher, student, and administrative use, fosters a productive teaching and learning environment, and creates a positive climate that engages all staff, students, and parents in learning.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]  
8 opportunities

participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]  
35%

### Actual

7 opportunities

35%

**Expected**

parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]  
25%

participation in co-curricular and extracurricular activities schoolwide and subgroups [L]  
65%

middle school dropout rate schoolwide and subgroups [R]  
0%

attendance rate schoolwide and subgroups [R]  
96.28%

chronic absenteeism rate schoolwide and subgroups [R]  
3.75%

suspension rate schoolwide and subgroups [R]  
1.5%

expulsion rate schoolwide and subgroups [R]  
0%

**Actual**

25%

65%

0%

96%

0.07%

0.01%

0%

## 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

3.1 The District will maintain campus improvements, including the outdoor science lab and mobile science cart to be used in the classroom to provide for science learning opportunities and student collaboration learning activities.

#### Actual Actions/Services

# 3.1: Materials were added to the mobile Science cart for classroom learning activities, such as dissection kits and microscopes. Additionally, the outdoor science lab was expanded to include various plants, water element, and space for student interaction. Teachers plan for time for outdoor planting and maintenance of the garden. Parents were overwhelmingly impressed with the progress of the campus and report satisfaction at the concept of students getting to plant a variety of vegetation and be responsible for its maintenance.

#### Budgeted Expenditures

\$ 10,000  
LCFF S/C  
capital outlay

#### Estimated Actual Expenditures

\$ 9,100  
LCFF S/C  
materials and supplies

### Action 2

**Planned Actions/Services**

# 3.2: Aeries school data system: maintenance, contract, and continued training

**Actual Actions/Services**

# 3.2: District continues to maintain a contract with Aeries and conducted one full day training for teachers on how to use the system for grade maintenance and reporting.

**Budgeted Expenditures**

\$ 3,700  
LCFF S/C  
other operating expense

**Estimated Actual Expenditures**

\$ 4,100  
LCFF S/C  
other operating expense

**Action 3**

**Planned Actions/Services**

# 3.3: The District will improve and expand the use of a website and other technologies to provide school to parent linkages and enhance school-to-home communication

**Actual Actions/Services**

# 3.3: This has not been completed, although preliminary steps were taken to identify what is needed to create and maintain a district website. Staff met with a colleague from a neighboring school district to review sample websites and discuss what is needed for full development and implementation of a website. The district will continue to identify a resource for assisting with this action.

**Budgeted Expenditures**

\$ 5,000  
LCFF S/C  
other operating expense

**Estimated Actual Expenditures**

\$0

**Action 4**

**Planned Actions/Services**

# 3.4: In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, use LCFF supplemental funds to reduce class size in grades K-3 by an additional 2 students per class below what current state funding allows. and closely monitoring all out-of-district attendance requests.

**Actual Actions/Services**

# 3.4: The district continues to monitor all out-of-district attendance requests and all are directed to the Board of Trustees for action. The current ratio for TK-3rd grade is 20.5:1, which is below what current state funding allows.

**Budgeted Expenditures**

\$ 136,214  
LCFF S/C  
salaries and benefits

**Estimated Actual Expenditures**

\$ 137,917  
LCFF S/C  
salaries and benefits

**Action 5**

**Planned Actions/Services**

# 3.5: The District will continue the current contract with the CHOICES Program for enhancement and support for students, encouraging learning and social/recreational development opportunities.

**Actual Actions/Services**

# 3.5: The district maintains a contract with the CHOICES program for after school services to students, including learning support and social/recreational activities.

**Budgeted Expenditures**

\$ 7,000  
LCFF S/C  
other operating expense

**Estimated Actual Expenditures**

\$ 7,000  
LCFF S/C  
other operating expense



## Action 6

### Planned Actions/Services

#3. 6: Expand current participation in county wide student events by two per year to provide opportunity for students to demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).

### Actual Actions/Services

# 3.6: Action partially met. Students participate in the Tulare County Spelling Bee and the Tulare County Office of Education art exhibit. Additionally, students participate in an on-campus spelling bee, art show, and Poetry and Prose. The district will continue to identify additional county wide events that students can participate in to meet action.

### Budgeted Expenditures

\$ 1,500  
LCFF S/C  
other operating expense

### Estimated Actual Expenditures

\$ 1,500  
LCFF S/C  
other operating expense

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

#3. 7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about CCSS and other learning activities and opportunities in order to increase involvement of parents of unduplicated count students.

# 3.7: Teachers maintain weekly newsletters and classroom notes to keep stakeholders informed of current campus events. Parents receive information about CCSS through progress reports and at Back-to-School Night and Open House.

\$ 1,000  
LCFF S/C  
other operating expense

\$ 1,000  
LCFF S/C  
other operating expense

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

#3. 8: Continue to deepen and enhance staff, student, and parent knowledge and skills regarding on internet safety, cyber bullying, board policies, etc.

# 3.8: partially completed. Work continues on training for teachers and staff, review of policies and procedures and communication with parents.

\$ 2,500  
LCFF S/C  
other operating expense

\$ 0  
LCFF S/C  
other operating expense

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

#3. 9: Continue to provide additional two workshops per year for parents on applications and software being used in the classroom so they are empowered to help their children with homework

# 3.9: This has not been completed. The district will continue to work to identify resources to assist with workshops and look into an enhanced contract with TCOE ERS for this service.

\$ 1,000  
LCFF S/C  
other operating expense

\$ 0

### Action 10

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

# 3.10 Provide a Leadership Team-Building activity to build collaborative process and leadership, to plan for and calendar learning and experiential activities, to discuss and plan for activities to improve parent, student, and community engagement, and to develop strategies for building students' learning capacity, motivation, and engagement in the school experience.

# 3.10: These activities were embedded in staff development time in the beginning of the school year and at regular staff meetings. Allocating collaboration time for grade level meetings also provided for opportunities for planning and to calendar events and activities to increase engagement of all stakeholders in the school experience.

\$ 3,500  
LCFF S/C  
other operating expense

\$ 3,500  
LCFF Base  
other operating expense

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

# 3.11 Continue and deepen knowledge and skills in the Capturing Kids Hearts Training

# 3.11: Not completed. After careful consideration of financial implications, the cost of this training is far too great of a burden on district resources and cannot be done at this time. The district will continue to evaluate its value to current needs and explore alternative options for participating in the training, such as partnering with a neighboring school district. Consideration is being given to modifying this action to include and/or Character Counts training.

\$ 3,500  
LCFF S/C  
other operating expense

\$ 0

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

# 3.12 In order to optimize the learning environment for unduplicated count students, expand classroom space and develop dedicated spaces for expanded and supplemental curriculum and activities such as science and experiential learning stations.

# 3.12: The district has utilized available space to create science and experiential learning stations, such as the creation of an outdoor garden behind portable buildings. Additionally, the use of a mobile Science cart allows for the regular classroom to be easily converted into a Science lab classroom. With the use of mobile Chromebook carts, more students have access to the use of technology in their own classroom setting.

\$ 20,000  
LCFF S/C  
other operating expense

\$ 20,000  
LCFF S/C  
other operating expense

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.13 Expand student engagement and parent involvement by providing for all 6th grade students and one teacher to attend SCICON for one week, all 5th grade students and one teacher to attend SCICON for a day trip, and other end-of-year incentive field trips and experiential learning opportunities (Honor Roll Field Trip, Perfect Attendance Field Trip, Reading incentive events, etc.). Additionally, the District will plan for and carry out two (2) community engagement events on campus per year where all District stakeholders will be invited to attend to help create a family engaged learning experience, building a sense of community and improving the culture of the campus.

# 3.13: The district has fully funded the cost for students to attend Scicon, 6th grade for a week-long program and 5th grade for a day program. Additionally, end-of-the-year incentive field trips to recognize honor roll students and students with perfect attendance is part of an overall incentive program. Other activities, such as a pancake breakfast, are conducted to recognize the district's top readers, encourage engagement in the learning process, and promote student achievement. Additionally, stakeholder engagement and participation is promoted through attendance at Back-to-School Night and Open House and a spring BBQ is part of the Open House event to promote a sense of culture and community.

\$ 12,000  
LCFF S/C  
other operating expense

\$ 10,000  
LCFF S/C  
other operating expense

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.14: Provide awards and incentives to promote academic achievement and excellent attendance.

The district supports an end-of-the-year awards ceremony for all students, providing medals and certificates for academic, social, and character achievement.

\$ 2,500  
LCFF S/C  
other operating expense

\$ 1,528  
LCFF S/C  
other operating expense

## Action 15

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

# 3.15 Provide parent involvement expansion (Family Math and Literacy Nights; technology training) with child care included.

Not completed. The district will assess resources in technology to assist with implementation, such as a modified contract with TCOE ERS.

\$ 2,500  
LCFF S/C  
other operating expense

\$ 0  
LCFF S/C  
other operating expense

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Upon adoption and approval of the three-year LCAP, the superintendent and staff created a workplan for implementation, monitoring and evaluation. Key actions in this goal, such as classroom space, were contracted for. There were, however, multiple actions/services not implemented in 2017-18. These involve expansion of student participation in county-wide academic competitions and events, parent training in technology, literacy, and related topics, and an organized schoolwide character program. These actions/services are continued and planned for implementation in 2018-19.

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

Overall, the actions and services provided in this critical goal have been effective. Stakeholders are especially pleased with campus improvements and continued class size reduction. The purpose of goal three is to assure that Hope School is a safe, secure place of learning and to go beyond that by making it an exciting and productive place of learning where parents and students and staff are actively engaged in the process. We are tracking required state indicators related to this (such as availability of and participation in parent involvement and decision-making, suspension rate and attendance rate) as well as local indicators such as student participation in student events and, through surveys and examination of teacher lesson plans, student views of school activities. All of these indicators are in a positive trend. Suspension rate continues to be of concern and actions related to decreasing it are intended to connect students to school in positive ways.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between planned and actual expenditures occurred in action/service:

# 3.3: The district did not identify a provider to upgrade and update the district website

# 3.8: This action is covered in action 2.3. This training was not provided in 2017-18, but will be provided in 2018-19.

# 3.11: This program was not implemented due to difficulties in identifying partner schools and other programmatic issues. It remains an important



action, however, and planners have recommended that a schoolwide program such as Character Counts! Is important in this goal.

# 3.15: These workshops were not implemented due to shortage of qualified local trainers. They remain important in this goal and will be continued in 2018-19.

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.

Because 2018-19 is only the second year of the three-year plan, stakeholders recommend no major changes in this goal. Stakeholders, especially parents and teachers, emphasize the need to conduct training for staff and parents on cyber bullying and other Internet safety training. As a result, action 3.8 will be emphasized in the coming year. Character Counts! has been added as an alternative training program in action 3.11.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

An LCAP report was given at the monthly Board of Trustees meetings, to include financial updates on spending to meet goals and the goals that were focused on for that period of time. Parents in attendance at the meetings had the opportunity to provide input and ask questions.

The LCAP was reviewed and discussed at an LCAP input meeting with parents on May 16, 2018. The overwhelming perception is that the LCAP has provided the district with the ability to focus on providing students with diverse learning opportunities. Stakeholders feel the expansion of technology in the classroom helps students to have multiple platforms for learning. Safety of the campus is a prevalent topic of concern and parents would like to see the district focus on updating the safety plan.

The School Site Council reviewed and discussed the LCAP at a meeting on May 18, 2018. Parents feel the district has identified important goals to promote learning and share a feeling of “stay the course” because students are improving and enjoying the learning opportunities provided by the LCAP. Parents were very pleased with the expansion of technology and the district’s commitment to fully fund important field trips and learning outside of the classroom. Parents were very excited about the expansion of the school garden and want to see students have time to be in the garden and learn more about plant life. Parents relate concern about school safety and would like to see the district have an active shooter training, update the school safety plan, and replace existing fencing to provide for a safer campus.

Met with student leaders to discuss activities and events on campus and to gain a better understanding about the things that were most important to them. Talked with student leaders about activities, events, and resources being used inside and outside of the classroom to promote better learning opportunities. Students overwhelmingly relate satisfaction at having a 1:1 Chromebook ratio in all upper grade classrooms and feel it has expanded learning opportunities. Students are excited to be able to work in the outdoor Science garden and have a mobile Science cart to conduct laboratory activities in the classroom.

In May 2018, parents, including those of English Language Learners, were invited to a meeting to discuss the direction of the school district, progress in enhancing the learning opportunities for all students, goals and actions of the LCAP, and the perception of stakeholders on how the school is meeting

the needs of all students. This was done to gain a better perspective on what stakeholders felt were strengths and weaknesses of the district and to gain an understanding of what might be the future focus of the district in proceeding forward.

Met with certificated staff ( including bargaining unit) monthly to discuss the progress of meeting goals and actions, discussing resources needed, and planning for special activities and events in the LCAP. Met with classified staff to include their perspectives in assessing the effectiveness of the LCAP and their participation in meeting the goals. All staff contributed by providing input on the progress of goals, which goals require more focus and commitment, all of which contributed to the planning of the 2018-2019 LCAP.

## **Impact on LCAP and Annual Update**

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

These consultations and input helped to provide critical information about how district goals, actions, and progress is being perceived by the stakeholders. They also provided insight in helping the district evaluate the benefit of the things chosen to focus on and the need to reshape the direction of the District's LCAP. The input has helped the District to set the direction of this year's LCAP, helping the District focus on goals and actions that will help to improve the culture of the campus and provide for the best educational experience for all stakeholders. It also helped the district to better understand how contributions from a diverse group of stakeholders can assist with carrying out goals and action more efficiently.

Both parents and staff expressed satisfaction with the adoption of new curriculum and the use of technology to enhance instruction. They were very pleased with the district piloting an English Language Arts curriculum and expressed their wishes that it would unfold into a formal adoption. Staff reports the curriculum is easy to use and has many support resources embedded. Staff have requested continued accessibility to training and staff development to provide them with the tools to successfully implement the CCSS in their classrooms and provide intervention to students needing extra support. Additionally, staff expressed a desire to continue receiving training in current ELD standards and strategies and were eager to see test scores from the new ELPAC test. We believe this has been addressed in Goal #1 and #2 with a focus on, for example, CCSS trainings and time allocated for collaboration in developing project based learning units, as well as money allocated for purchase of curriculum. In addition, the district will continue to support new teacher development through participation in the TIPs (BTSA) program. This has proven to be a valuable resource to helping new teachers better understand the resources available to them.

Parents and staff were very pleased with specialized services offered through consultant contracts with TCOE and goals and actions involving support provided through after school tutoring and the CHOICES after school program, as it provides after school instruction and recreational opportunities for students, as well as a safe and caring environment for students who may have limited after school supervision options. These resources were again

included in the 2018-2019 LCAP.

Staff responded positively to the creation of stipend positions, stating the leadership in academics, activities and events on campus was helpful. These stipend positions have also been included in the LCAP to continue this level of support.

All stakeholders providing input regarded the addition of technology in the classroom as a gateway to success for students in acquiring the skills to be CCSS competent. They expressed their opinion that the district should continue building technology capacity by purchasing more chromebooks to increase student access. Additionally, students would like to participate in more technology-based competitions and events in all subject areas. These suggestions have been implemented in the LCAP.

Stakeholders were very pleased with the creation of an outdoor Science laboratory and the inclusion of a mobile Science cart stocked with supplies and resources for lessons and activities. This remains a focus of the new LCAP as a result.

Staff expressed a desire to continue implementation of the Aries Student Data System and would like continued training in full use. The Board of Trustees echoed this need and would like to see the gradebook used, as well as the student and parent portal. Additionally, stakeholders expressed a desire to expand access to Accelerated Reader, allowing parents to monitor a student's progress in acquiring points for reading. They also stated it would give them a better idea of the types of books they can purchase for at-home use. Stakeholders also expressed the desire to see a district website be created and used to improve school-to-home communication. These actions remain a part of the LCAP.

Students expressed satisfaction in having the opportunity to participate in competitions and activities and parents enjoyed the accessibility of being able to come to the campus instead of traveling out of town to participate. The district will continue to support local activities. Additionally, students were very satisfied with the inclusion of special field trips (Scicon, honor roll, perfect attendance) and parents commented they were grateful for the district's financial contribution in making these activities possible. All district stakeholders expressed their satisfaction with the district's commitment to providing awards and incentives to students. The district will continue to include these activities and events in the LCAP.

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## 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 1

All students at Hope School will actively engage in and be successful in a broad course of study driven by full implementation of Common Core state standards (CCSS) and state content and performance standards in courses as defined by Ed Code 51210 and implement CCSS in classrooms and other learning spaces through a variety of blended learning environments (in school, outdoors) while closing the achievement gap.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7

**Local Priorities:**

### Identified Need:

State indicators and local evaluation confirm that, although Hope School has made much progress toward full implementation of the CCSS ELA, ELD, and Math standards, much work needs to be done to fully implement and sustain the changes in curriculum content and practices. One of the reasons for this is teacher turnover, which creates the need to have multi-tiered training and support for those who are ready for advanced applications of training and less support and those who need the first level of training and greater support. This stretches available resources and limits school efforts to build and expand teacher collaboration, teacher leadership and collaborative processes for student learning and school improvement. Achievement scores in mathematics schoolwide and for all subgroups are very low and must be addressed aggressively schoolwide.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Rate [R] (state priority 1)	82%	100%	100%	100%
Credentialed Teacher teaching outside of subject area rate [R] (state priority 1)	0%	0%	0%	0%
teacher misassignment rate [R] (state priority 1)	0%	0%	0%	0%
teacher of English learners misassignment rate [R] (state priority 1)	0%	0%	0%	0%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Most recently adopted textbooks rate [R] (state priority 1)	100%	100%	100%	100%
Overall facility rating [R] (state priority 1)	good	good	good	good
student lacking own copy of textbook rate [R] (state priority 1)	0%	0%	0%	0%
State Standards English Language Arts/ English Language Development and Math [R] (state priority 2 and 7)	3= initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
state standards access by English learners and students with exceptional needs [R] (state priority 2 and 7)	3=initial implementation	4= full implementation	4= full implementation	5= full implementation and sustainability
implementation of Health Education Content Standards [R] (state priority 2 and 7)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
implementation of Physical Education Model Content Standards [R] (state priority 2 and 7)	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability	5= full implementation and sustainability



<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
implementation of Visual and Performing Arts Standards [R] (state priority 2 and 7)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
implementation of Next Generation Science Standards [R] (state priority 2 and 7)	1= exploration and research	1=exploration and research	2= initial implementation	4= full implementation
implementation of History Social Science Content Standards [R] (state priority 2 and 7)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
Schoolwide CAASPP ELA distance from three [R]	55 points below level three	45 points below level three	35 points below level three	25 points below level three

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
White CAASPP ELA distance from level three [R]	40.8 points below level three	45 points below level three	35 points below level three	25 points below level three
Hispanic CAASPP ELA distance from level three [R]	66.3 points below level three	45 points below level three	35 below level three	25 below level three
Low Income CAASPP ELA distance from level three [R]	71.9 points below level three	45 points below level three	35 points below level three	25 points below level three
English learner CAASPP ELA distance from level three [R]	98.3 points below level three	45 points below level three	35 points below level three	25 points below level three
Schoolwide CAASPP Math distance from level three [R]	92.1 points below level three	80 points below level three	70 points below level three	60 points below level three

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
White CAASPP Math distance from level three [R]	83.7 points below level three	80 points below level three	70 points below level three	60 points below level three
Hispanic CAASPP Math distance from level three [R]	95.9 points below level three	80 points below level three	70 points below level three	60 points below level three
Disadvantaged CAASPP Math distance from level three [R]	100.1 points below level three	80 points below level three	70 points below level three	60 points below level three
English Learner CAASPP Math distance from level three [R]	112.9 points below level three	80 points below level three	70 points below level three	60 points below level three
English Learner progress toward English proficiency	66%	68%	70%	72%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
English learner redesignation rate	18%	20%	22%	24%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R] (state priority 7)	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R] (state priority 7)	effective	effective	effective	effective

## 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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

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

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

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

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 1.1: All teachers will continue to deepen their knowledge and application of CCSS ELA, Math and ELD standards, as well as other state academic and performance

# 1.1: All teachers will continue to deepen their knowledge and application of CCSS ELA, Math and ELD standards, as well as other state academic and performance

# 1.1: All teachers will continue to deepen their knowledge and application of CCSS ELA, Math and ELD standards, as well as other state academic and performance

standards as needed, by participating in CCSS and ELD training provided by the Tulare County Office of Education.

standards as needed, by participating in CCSS and ELD training provided by the Tulare County Office of Education.

standards as needed, by participating in CCSS and ELD training provided by the Tulare County Office of Education.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 3,000	\$ 3,000	\$ 3,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	travel/conference	travel/conference	travel/conference

### Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

# 1.2: Teachers, as part of their personal professional development plan, will participate in training at TCOE or other resources upon board approval. Each teacher will attend at least 1 inservice training per year and participate in on-campus staff development meetings at least two times per year.

# 1.2: Teachers, as part of their personal professional development plan, will participate in training at TCOE or other resources upon board approval. Each teacher will attend at least 1 inservice training per year and participate in on-campus staff development meetings at least two times per year.

# 1.2: Teachers, as part of their personal professional development plan, will participate in training at TCOE or other resources upon board approval. Each teacher will attend at least 1 inservice training per year and participate in on-campus staff development meetings at least two times per year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,000	\$ 3,000	\$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	travel conference	travel conference	travel conference

### Action #3

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

### 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	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services



# 1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

# 1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

# 1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 6,000	\$ 6,000	\$ 6,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

### Action #4

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 1.4: Induction Program (BTSA): As applicable, the school district will continue to support the participation of teachers in the BTSA program and other new teacher support programs of TCOE.

budget is modified

budget is modified

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$ 8,158	\$ 8,244	\$ 8,500

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted servies	contracted services

## Action #5

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## 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**

# 1.5: Continue to provide resources for teachers to tutor students needing academic support in an extended learning setting (before & after school and/or summer school).

**2018-19 Actions/Services**

budget is modified

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 29,974	\$ 30,921	\$ 35,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

**Action #6**

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

**Students to be Served**

Students with Disabilities

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 1.6: Continue current contract for intervention services with TCOE for specialized services: teacher for special needs students, school psychologist, hearing intervention, and speech therapist.

# 1.6: Continue current contract for intervention services with TCOE for specialized services: teacher for special needs students, school psychologist, hearing intervention, and speech therapist.

# 1.6: Continue current contract for intervention services with TCOE for specialized services: teacher for special needs students, school psychologist, hearing intervention, and speech therapist.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

no additional costs

no additional costs

no additional costs

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	contracted services	contracted services	contracted services

## Action #7

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

# 1.7: Board and administration develop calendars and procedures regarding implementation of state standards

**2018-19 Actions/Services**

# 1.7: Board and administration develop calendars and procedures regarding implementation of state standards

**2019-20 Actions/Services**

# 1.7: Board and administration develop calendars and procedures regarding implementation of state standards

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	no additional costs	no additional costs	no additional costs
<b>Source</b>	LCFF Base	LCFF Base	LCFF Base
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

**Action #8**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

# 1.8: Teachers and administration, as part of the professional learning community work, continue implementation of the plan for full implementation of the broad course of study and access by English learners per Ed Code 51210 and 51220

**2018-19 Actions/Services**

# 1.8: Teachers and administration, as part of the professional learning community work, continue implementation of the plan for full implementation of the broad course of study and access by English learners per Ed Code 51210 and 51220

**2019-20 Actions/Services**

# 1.8: Teachers and administration, as part of the professional learning community work, continue implementation of the plan for full implementation of the broad course of study and access by English learners per Ed Code 51210 and 51220

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

no additional costs

no additional costs

no additional costs



Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

## Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

# 1.9 Build leadership and professional learning community by recruiting and training teachers, with stipends, for leadership positions (SBAC/Technology Coordinator, Lead Teacher, CELDT Coordinator, Athletic Director, Student Council Coordinator, etc.).

**2018-19 Actions/Services**

budget is modified

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 18,801	\$ 19,101	\$ 19,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

**Action #10**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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**

1.10: Maintain three non-student attendance days to the school calendar in order to deepen and implement professional development for teachers and staff while maintaining critical classroom processes for students and reducing lost instruction by having a substitute teacher while the teacher of record is in professional development.

budget is modified

budget is modified

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	\$ 14,745	\$ 15,409	\$ 16,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	salary and benefits	salary and benefits	salary and benefits

## Action #11

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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**

1.11: Continue to employ a part-time Instructional Aide for student academic support in order to expand instructional time for students with exceptional needs.

**2018-19 Actions/Services**

1.11: Continue to employ a part-time instructional aide for intensive academic support, under the direction of classrooms teachers, in order to expand instructional time for students with academic, behavioral, and/or emotional issues which create barriers to their success .

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ 17,594	\$ 20,853	\$ 23,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

**Action #12**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

1.11: Teachers, as part of the PLC work, continue to develop and refine PBL units and differentiated instruction strategies to meet the academic needs of all learners.

**2018-19 Actions/Services**

1.11: Teachers, as part of the PLC work, continue to develop and refine PBL units and differentiated instruction strategies to meet the academic needs of all learners.

**2019-20 Actions/Services**

1.11: Teachers, as part of the PLC work, continue to develop and refine PBL units and differentiated instruction strategies to meet the academic needs of all learners.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	no additional costs	no additional costs	no additional costs
<b>Source</b>	LCFF Base	LCFF Base	LCFF Base
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

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

Unchanged

## Goal 2

Goal 2: All students at Hope Elementary School District will have the technology skills critical for access to the curriculum, for success in the curriculum, and for preparation for high school, career, and college

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 8

**Local Priorities:**

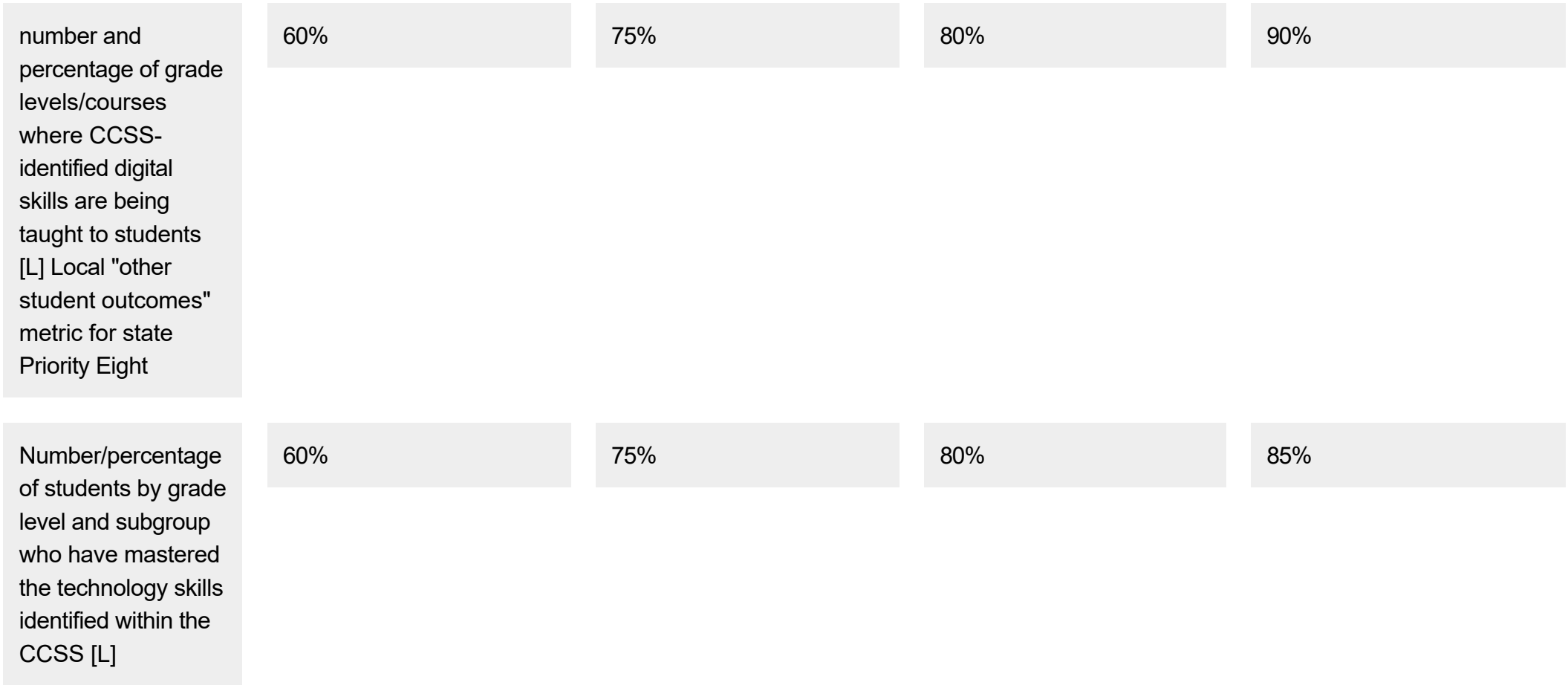
### Identified Need:

Technology and digital skills are embedded throughout the Common Core state standards as a learning tool, as a critical knowledge base and skill base, and as preparation for career and college. Hope has selected the following metric for Priority Eight "Other Student Outcomes": "percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]". Children from a disadvantaged background, especially in Hope's rural attendance area, do not have access to the necessary technology to learn and practice these digital skills. Although they may have what has been termed "texting" skills, they do not have digital technology skills. Local evaluation four years ago confirmed that the majority of Hope students, and nearly all of Hope's unduplicated count students did not have the necessary technology skills for entrance into high school, creating a situation where they were behind before they even started high school work. Hope has made a significant investment of LCFF supplemental and concentration grant funding in technology and has made great progress. Continuing to invest in this critical area is essential for our students. Local evaluation confirms that it is having a positive impact on student work and should be continued and expanded.



## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
availability to students of necessary technology to achieve CCSS expectations [L]	70%	85%	90%	100%
availability to teachers of necessary technology to teach CCSS [L]	100%	100%	100%	100%



## 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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.1: Maintain and deepen technology training by TCOE consultants and ERS media contract; 2 days( training &follow-up) on applications and programs available through the ERS portals

# 2.1: Maintain and deepen technology training by TCOE consultants and ERS media contract; 2 days( training &follow-up) on applications and programs available through the ERS portals

# 2.1: Maintain and deepen technology training by TCOE consultants and ERS media contract; 2 days( training &follow-up) on applications and programs available through the ERS portals

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,000	\$ 3,000	\$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## 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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.2: Each teacher continues to participate in technology workshops in classroom applications (1-3 each depending on experience) at ERS.

# 2.2: Each teacher continues to participate in technology workshops in classroom applications (1-3 each depending on experience) at ERS.

# 2.2: Each teacher continues to participate in technology workshops in classroom applications (1-3 each depending on experience) at ERS.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 2,500	\$ 2,500	\$ 2,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.3: Expand and deepen training on internet security, cyber bullying, district policies, etc. Parent workshops and handouts in these topics will also be continued.

# 2.3: Expand and deepen training on internet security, cyber bullying, district policies, etc. Parent workshops and handouts in these topics will also be continued.

# 2.3: Expand and deepen training on internet security, cyber bullying, district policies, etc. Parent workshops and handouts in these topics will also be continued.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$ 2,500	\$ 2,500	\$ 2,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.4: Empowered Technology Committee charged with developing a scope and sequence of digital skills embedded in the CCSS is formed and empowered with resources to complete its work.

# 2.4: Empowered Technology Committee charged with developing a scope and sequence of digital skills embedded in the CCSS is formed and empowered with resources to complete its work.

# 2.4: Empowered Technology Committee charged with developing a scope and sequence of digital skills embedded in the CCSS is formed and empowered with resources to complete its work.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	no additional costs	no additional costs	no additional costs
<b>Source</b>	LCFF Base	LCFF Base	LCFF Base
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

**Action #5**

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

**Students to be Served**

**Location(s)**



N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.5: Maintain budget for purchase of applications and materials for differentiation and adaptation of instruction to the academic needs of all students and of subgroups of students to assure that all students have access to standards-based textbooks and instructional materials. Purchase Go Math adoption and other adoptions

budget is modified

budget is modified

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$ 74,497	\$ 92,913	\$ 90,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	materials and supplies	materials and supplies	materials and supplies

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.6: Continue IT contract for maintenance and support for classroom technology

# 2.6: Continue IT contract for maintenance and support for classroom technology

# 2.6: Continue IT contract for maintenance and support for classroom technology

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 2,500	\$ 2,500	\$ 2,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.7: Expand and maintain classroom technology set-ups to assure continuity and access for all teachers and students

# 2.7: Expand and maintain classroom technology set-ups to assure continuity and access for all teachers and students

# 2.7: Expand and maintain classroom technology set-ups to assure continuity and access for all teachers and students

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

\$ 3,500

\$ 3,500

\$ 3,500

**Source**

LCFF S/C

LCFF S/C

LCFF S/C

**Budget Reference**

other operating expense

other operating expense

other operating expense

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 2.8: Maintain and continue to improve technology curriculum for students schoolwide based on results of Common Core assessments, classroom assessments and curriculum needs

# 2.8: Maintain and continue to improve technology curriculum for students schoolwide based on results of Common Core assessments, classroom assessments and curriculum needs

# 2.8: Maintain and continue to improve technology curriculum for students schoolwide based on results of Common Core assessments, classroom assessments and curriculum needs

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 5,000	\$ 5,000	\$ 5,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

### Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

# 2.9: Purchase one additional technology charging and storage cart, equipped with 30 Chromebooks.

**2018-19 Actions/Services**

# 2.9: Purchase one additional technology charging and storage cart, equipped with 30 Chromebooks.

**2019-20 Actions/Services**

# 2.9: Purchase one additional technology charging and storage cart, equipped with 30 Chromebooks.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 25,000	\$ 25,000	\$ 25,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	equipment and supplies	equipment and supplies	equipment and supplies

## Action #10

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

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

Modified

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

# 2.10: The District will provide participation in Cyber-Competition as a co-curricular activity and review additional opportunities for students to practice technology skills in co-curricular settings, and host other

### 2018-19 Actions/Services

# 2.10: The District will provide participation in Cyber-Competition as a co-curricular activity and review additional opportunities for students to practice technology skills in co-curricular settings, and host other

### 2019-20 Actions/Services

# 2.10: The District will provide participation in Cyber-Competition as a co-curricular activity and review additional opportunities for students to practice technology skills in co-curricular settings, and host other



competitions that embed the use of technology in and out of the classroom.

competitions that embed the use of technology in and out of the classroom.

competitions that embed the use of technology in and out of the classroom.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 2,000	\$ 2,000	\$ 2,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

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

Unchanged

## Goal 3

Hope School will provide a safe, secure environment that maximizes available and potential resources, provides technology infrastructure for teacher, student, and administrative use, fosters a productive teaching and learning environment, and creates a positive climate that engages all staff, students, and parents in learning.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

Local surveys and stakeholder input confirms that Hope School enjoys a high degree of parent involvement by many parents. Sign-in sheets and teacher input also confirm that parents of unduplicated count students (English learner and disadvantaged) are much less likely to be active in decision-making mechanisms at the school or district level. Parents also indicate in surveys that they want to know more about how to help their children in schoolwork. LCFF supplemental and concentration funds have invested in significant school culture and environment improvements at Hope School with parent, staff and student input. Those same stakeholders urge continued investment in a safe, secure, positive learning environment.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	6 opportunities	8 opportunities	8 opportunities	9 opportunities
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	25%	35%	40%	45%

parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	15%	25%	30%	35%
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	60%	65%	70%	75%
middle school dropout rate schoolwide and subgroups [R]	0%	0%	0%	0%

attendance rate schoolwide and subgroups [R]	96%	96.28%	96.5%	97%
chronic absenteeism rate schoolwide and subgroups [R]	4%	3.75%	3.5%	3%
suspension rate schoolwide and subgroups [R]	1.6%	1.5%	1,4%	1,3%
expulsion rate schoolwide and subgroups [R]	0%	0%	0%	0%

## 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**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**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**

Modified

**2017-18 Actions/Services**

3.1 The District will maintain campus improvements, including the outdoor science lab and mobile science cart to be used in the classroom to provide for science learning opportunities and student collaboration learning activities.

**2018-19 Actions/Services**

budget is modified

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 10,000	\$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	capital outlay	materials and supplies	materials and supplies

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 3.2: Aeries school data system: maintenance, contract, and continued training

budget is modified

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 3,700	\$ 4,500	\$ 4,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A



**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 3.3: The District will improve and expand the use of a website and other technologies to provide school to parent linkages and enhance school-to-home communication

# 3.3: The District will improve and expand the use of a website and other technologies to provide school to parent linkages and enhance school-to-home communication

# 3.3: The District will improve and expand the use of a website and other technologies to provide school to parent linkages and enhance school-to-home communication

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$ 5,000

\$ 5,000

\$ 5,000

<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

## Action #4

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## 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**

# 3.4: In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, use LCFF supplemental funds to reduce class size in grades K-3 by an additional 2 students (Hope School ratio is 20:1) per class below what current state funding allows and closely monitoring all out-of-district attendance requests.

**2018-19 Actions/Services**

budget is modified

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ 136,214	\$ 150,614	\$ 155,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

**Action #5**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 3.5: The District will continue the current contract with the CHOICES Program for enhancement and support for students, encouraging learning and social/recreational development opportunities.

# 3.5: The District will continue the current contract with the CHOICES Program for enhancement and support for students, encouraging learning and social/recreational development opportunities.

# 3.5: The District will continue the current contract with the CHOICES Program for enhancement and support for students, encouraging learning and social/recreational development opportunities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 7,000	\$ 7,000	\$ 7,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

Unchanged

**2017-18 Actions/Services**

#3. 6: Expand current participation in county wide student events by two per year to provide opportunity for students to demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).

**for 2018-19**

Unchanged

**2018-19 Actions/Services**

#3. 6: Expand current participation in county wide student events by two per year to provide opportunity for students to demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).

**for 2019-20**

Unchanged

**2019-20 Actions/Services**

#3. 6: Expand current participation in county wide student events by two per year to provide opportunity for students to demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$ 1,500	\$ 1,500	\$ 1,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

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

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

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

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

#3. 7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about CCSS and other learning activities and opportunities in order to increase involvement of parents of unduplicated count students.

#3. 7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about CCSS and other learning activities and opportunities in order to increase involvement of parents of unduplicated count students.

#3. 7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about CCSS and other learning activities and opportunities in order to increase involvement of parents of unduplicated count students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 1,000	\$ 1,000	\$ 1,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

### Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services



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

Unchanged

**2017-18 Actions/Services**

#3. 8: Continue to deepen and enhance staff, student, and parent knowledge and skills regarding on internet safety, cyber bullying, board policies, etc.

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

Modified

**2018-19 Actions/Services**

#3. 8: Continue to deepen and enhance staff, student, and parent knowledge and skills regarding on internet safety, cyber bullying, board policies, etc. Conduct comprehensive safety needs assessment, adopt and implement updated safety plan. Conduct active shooter training for adults.

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

Unchanged

**2019-20 Actions/Services**

#3. 8: Continue to deepen and enhance staff, student, and parent knowledge and skills regarding on internet safety, cyber bullying, board policies, etc. Conduct comprehensive safety needs assessment, adopt and implement updated safety plan. Conduct active shooter training for adults.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ 2,500	\$ 7,500	\$ 7,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

## Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

#3. 9: Continue to provide additional two workshops per year for parents on applications and software being used in the classroom so they are empowered to help their children with homework

#3. 9: Continue to provide additional two workshops per year for parents on applications and software being used in the classroom so they are empowered to help their children with homework

#3. 9: Continue to provide additional two workshops per year for parents on applications and software being used in the classroom so they are empowered to help their children with homework

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,000	\$ 1,000	\$ 1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

### Action #10

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

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

Modified

**2017-18 Actions/Services**

# 3.10 Provide a Leadership Team-Building activity to build collaborative process and leadership, to plan for and calendar learning and experiential activities, to discuss and plan for activities to improve parent, student, and community engagement, and to develop strategies for building students' learning capacity, motivation, and engagement in the school experience.

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

Unchanged

**2018-19 Actions/Services**

# 3.10 Provide a Leadership Team-Building activity to build collaborative process and leadership, to plan for and calendar learning and experiential activities, to discuss and plan for activities to improve parent, student, and community engagement, and to develop strategies for building students' learning capacity, motivation, and engagement in the school experience.

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

Unchanged

**2019-20 Actions/Services**

# 3.10 Provide a Leadership Team-Building activity to build collaborative process and leadership, to plan for and calendar learning and experiential activities, to discuss and plan for activities to improve parent, student, and community engagement, and to develop strategies for building students' learning capacity, motivation, and engagement in the school experience.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$ 3,500	\$ 3,500	\$ 3,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

# Action #11

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 3.11 Continue and deepen knowledge and skills in the Capturing Kids Hearts Training

# 3.11 Continue and deepen knowledge and skills in the Capturing Kids Hearts Training or similar training such as Character Counts!

# 3.11 Continue and deepen knowledge and skills in the Capturing Kids Hearts Training or similar training such as Character Counts!

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,500	\$ 3,500	\$ 3,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

## Action #12

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

# 3.12 In order to optimize the learning environment for unduplicated count students, expand classroom space and develop dedicated spaces for expanded and supplemental curriculum and activities such as science and experiential learning stations.

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

Unchanged

**2018-19 Actions/Services**

# 3.12 In order to optimize the learning environment for unduplicated count students, expand classroom space and develop dedicated spaces for expanded and supplemental curriculum and activities such as science and experiential learning stations.

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

Modified

**2019-20 Actions/Services**

budget is modified

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$ 20,000	\$ 20,000	\$ 17,622
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

**Action #13**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

3.13 Expand student engagement and parent involvement by providing for all 6th grade students and one teacher to attend SCICON for one week, all 5th grade students and one teacher to attend SCICON for a day trip, and other end-of-year incentive field trips and experiential learning opportunities (Honor Roll Field Trip, Perfect Attendance Field Trip,

**2018-19 Actions/Services**

3.13 Expand student engagement and parent involvement by providing for all 6th grade students and one teacher to attend SCICON for one week, all 5th grade students and one teacher to attend SCICON for a day trip, and other end-of-year incentive field trips and experiential learning opportunities (Honor Roll Field Trip, Perfect Attendance Field Trip,

**2019-20 Actions/Services**

3.13 Expand student engagement and parent involvement by providing for all 6th grade students and one teacher to attend SCICON for one week, all 5th grade students and one teacher to attend SCICON for a day trip, and other end-of-year incentive field trips and experiential learning opportunities (Honor Roll Field Trip, Perfect Attendance Field Trip,



Reading incentive events, etc.). Additionally, the District will plan for and carry out two (2) community engagement events on campus per year where all District stakeholders will be invited to attend to help create a family engaged learning experience, building a sense of community and improving the culture of the campus.

Reading incentive events, etc.). Additionally, the District will plan for and carry out two (2) community engagement events on campus per year where all District stakeholders will be invited to attend to help create a family engaged learning experience, building a sense of community and improving the culture of the campus.

Reading incentive events, etc.). Additionally, the District will plan for and carry out two (2) community engagement events on campus per year where all District stakeholders will be invited to attend to help create a family engaged learning experience, building a sense of community and improving the culture of the campus.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$ 12,000	\$ 12,000	\$ 12,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	other operating expense	other operating expense	other operating expense

### Action #14

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

All Schools

**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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.14: Provide awards and incentives to promote academic achievement and excellent attendance.

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3.14: Provide awards and incentives to promote academic achievement and excellent attendance.

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

\$ 2,500

\$ 2,500

\$ 2,500

**Source**

LCFF S/C

LCFF S/C

LCFF S/C

**Budget Reference**

other operating expense

other operating expense

other operating expense

## Action #15

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## 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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

# 3.15 Provide parent involvement expansion (Family Math and Literacy Nights; technology training) with child care included.

# 3.15 Provide parent involvement expansion (Family Math and Literacy Nights; technology training) with child care included.

# 3.15 Provide parent involvement expansion (Family Math and Literacy Nights; technology training) with child care included.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 2,000	\$ 2,000	\$ 2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 433,183

Percentage to Increase or Improve Services

24.17%

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.

The supplemental and concentration grant funds have allowed Hope Elementary School to make significant improvements in curriculum and instruction in excess of the required 24.17%. These improvements have addressed all eight state priorities with new and improved programs addressing:

- Professional development
- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time
- Experiential learning (co-curricular field trips, project-based learning)
- Technology

The 2017 LCAP year continues and strengthens the actions and services added to Hope Elementary School to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers. Since Hope is a small school with 76% disadvantaged students and 28% English learners, actions/services funded by LCFF S/C will be principally directed toward unduplicated count students, but deployed schoolwide.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$ 477,063

Percentage to Increase or Improve Services

25.31%

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.

The supplemental and concentration grant funds continue to allow Hope Elementary School to make significant improvements in curriculum and instruction in excess of the required 25.31%. These improvements have addressed all eight state priorities with new and improved programs addressing:

- Professional development
- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time
- Experiential learning (co-curricular field trips, project-based learning)
- Technology

The 2018 LCAP year ( the second year of the three year plan approved and adopted last year) continues and strengthens the actions and services added to Hope Elementary School to address the needs of low income and English learners and close existing achievement gaps compared to the

statewide peers. Especially important and critical are teacher training in newly adopted core texts and supplemental materials for our English learners to empower them in academic English and assure access to the broad curriculum as well as experiential learning that adds meaning to classroom learning like outdoor science labs and co-curricular field trips. Professional development will be enhanced by continuing to use supplemental and concentration grant funds to extend the number of teacher workdays exclusively for training in these critical areas, assuring that classroom instruction will not be interrupted by teacher absence for training. Since Hope is a small school with 76% disadvantaged students and 28% English learners, actions/services funded by LCFF S/C will be principally directed toward unduplicated count students, but deployed schoolwide.