

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

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

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

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

[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.

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Fortune School of Education is a system of tuition-free, college preparatory, public charter schools. Located in San Bernardino and Sacramento, which boast the second and third highest Black student populations in California, the schools are focused on closing the African American achievement gap. Fortune School is a unique partnership between public charter schools and the Black Press. Fortune School is proud to have as its partners The Black Voice News and The Sacramento Observer Newspaper. Deeply rooted in the communities we serve, each Fortune School is named for a living, local African American community icon. The system includes Hardy Brown College Prep, a K-8 school; named for Black Voice News publisher Hardy Brown. The school is located in the heart of downtown San Bernardino serving California's Inland Empire.

It is our mission to graduate high achieving students of good character prepared for college and citizenship in a democratic society.

#### About our Schools:

- 6 tuition-free, public charter schools
- Grades K-8
- 1,745 students enrolled
- 90% students of color
  - 66% African American
  - 24% Latino
- 86% of students are socioeconomically disadvantaged

## LCAP HIGHLIGHTS

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

Key features to highlight:

- A vast majority of our parents are satisfied with our schools and participate actively in their scholar's educational achievement.
- ELA test scores continue to increase.
- Our schools offer a well-rounded program that include:
  - Competitive Sports
  - Instrumental music
- We have a strong emphasis on hands on science for grades K-12.
- In the 2017-18 school year we will be opening our Early College High School with our partners Consumnes River College and Cal Poly San Luis Obispo.

## 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.

A few of our greatest areas of progress can be seen in our success in parent engagement and overall stakeholder input on the Local Control and Accountability process and development. A majority of our families responded with very valuable evaluation and feedback on how well we have done at reaching our goals.

## GREATEST PROGRESS

- 91.61% of parents are satisfied overall with their scholar's school.
- 94% of stakeholders rate their scholar's school as having a positive environment.
- 93% rate the school's culture as very positive.
- 93% rate the academic program as being very effective.
- 94% feel that the parent education and involvement opportunities are helpful.
- 94% feel that the administrative staff are respectful and professional.

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**

Needs currently addressed in this section are based on the 2015-16 testing results in both ELA and Math reflected in the school's dashboard which can be found on the California Department of Education website. Per the dashboard in English Language Arts we recognize that our current school placement is in yellow. Students included in this group are: English Learners, Socioeconomically Disadvantaged, Black or African American and Hispanic or Latino. Current placement for math on the dashboard is yellow. We recognize that English Learners and Socioeconomically Disadvantaged are in the orange. Black or African American and Hispanic or Latino students are in yellow. We anticipate growth pending our SBAC scores from 2016-17.

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**

Performance gaps addresses in this section are based on the 2015-16 test results for both ELA and Math as it is reflected on the school's dashboard, which can be found on the California Department of Education website. Per the 2015-16 results current performance gaps can be found in Students with Disabilities. Students with Disabilities currently is in orange. To address such gap, we anticipate raising rigor to a college-ready bar by:

- Focusing on the key levers of observation and feedback and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Departmentalizing ELA and math in grades 2 and up
- Piloting more rigorous curriculum that is aligned to Common Core in ELA and math

## **INCREASED OR IMPROVED SERVICES**

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.

The three most significant ways Fortune School will increase or improve services for low-income students, English learners and foster youth is:

- Focus on key levers of observation and feedback of teachers and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Pilot more rigorous curriculum that is aligned to Common Core in ELA and math.
- Each struggling reader in grades K-3 will be fluent readers by the end of the third trimester.

## 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	\$18,095,499
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$7,380,964

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.

Other General Fund expenditures budgeted but not included in the LCAP include: Custodial, clerical, Universal supper and breakfast as well as the national school lunch program. Technology purchases. Operations costs – rent, utilities, phones, internet, postage, pest control, principal salaries, special education and mental health.

\$13,788,129

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

Improve and support student learning to close the achievement gap by providing high quality classroom instruction that raises rigor to a college-ready bar.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1.1. 100% of Teachers are appropriately credentialed for their assignment.
- 1.2. 100% of Students will have standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies.
- 1.3. 100% of teachers will have weekly planning time for the implementation of Common Core.
- 1.4. 100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.
- 1.5. 100% of teachers will have professional development on Next Generation Science Standards (NGSS)
- 1.6. 100% of students will have a visual or performing arts experience each year.
- 1.7. Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%.
- 1.8. Maintain an increase of students meeting or exceeding state standards in Science.
- 1.9. 100% of EL students will demonstrate progress towards English Proficiency.
- 1.10. 100% Middle School students will take Spanish as an elective.

#### ACTUAL

- 1.1. The Chief of Human Resources and their department verified and monitored teacher credentialing to ensure our teachers were appropriately credentialed.
- 1.2. All students had standard-aligned instructional materials in English Language Arts/ English Language Development, Math, Science and Social Studies.
- 1.3. All teachers were given weekly planning time or the implementation of Common Core.
- 1.4. All teachers participated in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.
- 1.5. All teachers participated in professional development on Next Generation Science Standards.
- 1.6. All students had a visual or performing arts experience each year.
- 1.7. All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.
- 1.8. All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.

1.11. 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history, to enhance the social studies curriculum.

We acknowledge that API at this time has been suspended.

1.9. All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.

1.10. All middle school students took Spanish as an elective.

1.11. All students participated in several community service projects and celebrated African American history through a project or program. All fourth grade students had the opportunity to participate in field lessons on state history, to enhance the social studies curriculum taught.

**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.

**1.1.1-  
Action 1.1.3**

**Actions/Services**

PLANNED	ACTUAL
<p>1.1.1 Publish teacher salary schedule and make it available to employees and the public on Fortune's website to:</p> <ul style="list-style-type: none"> <li>• Make teacher compensation competitive and predictable and</li> <li>• Provide transparent and open communication about pay ranges and how decisions about pay are made.</li> </ul> <p>1.1.2 Adopt an 11-month teacher work schedule.</p> <p>1.1.3 Upon hiring – verify that the teacher is fully credentialed.</p>	<p>1.1.1. The teacher salary schedule has been made available to all employees and the public, located under careers on the Fortune School of Education Website.</p> <p>1.1.2. The Board adopted a new salary schedules for both the 2015-16 and 2016-17 school years.</p> <p>1.1.3. Before hired, the human resources department was responsible for verifying that the teachers considered for employment were appropriately credentialed. Monitoring throughout the school year was done by the Personnel Technician and Credential Analyst.</p>
BUDGETED	ESTIMATED ACTUAL
<p>\$3,532,803 in certificated teacher salaries from base LCFF funding</p>	

**Expenditures**

and Education Protection Act funds

\$3,954,789 in certificated teacher salaries from base LCFF funding and Education Protection Act funds

**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.

**1.2.1-**

Action

**1.2.3**

Actions/Services

**PLANNED**  
 1.2.1 Journey’s Common Core Grades K-5 for ELA/ ELD.  
 1.2.2 Go Math grades K-8.  
 1.2.3 Collections for ELA/ ELD Grades 6-8.

**ACTUAL**  
 1.2.1. Continued the implementation of the eight year adoption of Journey’s Common Core Grades K-5 for ELA/ELD.  
 1.2.2. Continued the implementation of the eight year adoption for Go Math Grades K-8.  
 1.2.3. Continued the implementation of Collections ELA/ELD Grades 6-8.

Expenditures

**BUDGETED**  
 \$165,000 in core curricular materials from base LCFF, Education Protection Act and Lottery funds.

**ESTIMATED ACTUAL**  
 \$129,472 in core curricular materials from base LCFF, Education Protection Act and Lottery funds.

**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.

**1.3.1**

Action

**-1.3.2**

Actions/Services

**PLANNED**  
 1.3.1 Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.

**ACTUAL**  
 1.3.1 Per the Board adopted academic calendar Wednesdays have been designated as the weekly early release day; allowing teachers common planning time. Early release is set at 2:00pm.

1.3.2 Continue an arts education program where classroom teachers are given the opportunity for additional prep time.	1.3.2 Continued to implement an arts education program where classroom teachers were given the opportunity for additional prep time.
<b>BUDGETED</b> \$250,000 arts education program from Title I funds	<b>ESTIMATED ACTUAL</b> 285,427 arts education program from Title I funds

Expenditures

**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.

**1.4.1-**  
**1.4.5**

Action

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
1.4.1 Host summer, fall and spring symposiums for Fortune Staff and faculty to receive professional development for their position to serve students the best way despite demographics.	1.4.1. Fortune School of Education held an annual summer symposium in which all staff and faculty came together for professional development, the scheduled symposium in the spring had been reorganized to better fit the needs of the organization. In its place, the professional development will take place in the form of an institute. See action 1.4.2.
1.4.2 Hold summer, fall and spring institutes at campus level where Fortune staff will get hands on training and professional development.	1.4.2. Institutes were held during the afternoons of scheduled intersessions in the summer, fall and spring at campus level. School staff received hands on training and professional development.
1.4.3 Implement a T-School, a Summer Planning Institute and reading initiatives that teachers can participate in and implement within their classrooms.	1.4.3. Hosted a T-school where teachers received additional training and assistance with the adopted curriculum. A summer planning institute took place in August where lead teachers got together for lesson plans and curriculum implementation. The RTI program was rolled out as the reading initiative for the school year.
1.4.4 Continue to employ Director of Curriculum and hire more master teachers. Master teachers provide on-going	1.4.4. Continued to employ a Director of Curriculum and hired master teachers to fulfill the need. Master teachers continued to provide on-going



<p>coaching and professional development to teachers.</p> <p>1.4.5 Employ reading aides at each site to focus on reading fluency in Kindergarten through third grade.</p>	<p>coaching and professional development to teachers.</p> <p>1.4.5. Reading aides were hired at each school site to focus on reading fluency in Kindergarten through third grade.</p>
<p><b>BUDGETED</b></p> <p>Budgeted expenditures for Spring and Summer Symposiums are \$89,000. The symposiums are hosted by the CMO and built into the school's CMO support charge of \$2,063,796 which is budgeted in base LCFF funds.</p> <p>Reading aides have been added to the RTI program with a specific focus on K-3 fluency. The cost is \$80,994 from supplemental and concentration grant funds.</p> <p>Professional development and coaching is coordinated and delivered by our teacher support department. School sites are charged for this service by the CMO. The total budgeted is \$483,702 from supplemental and concentration grant funds.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$98,000 The symposiums are hosted by the CMO and built into the school's CMO support charge of \$2,063,796 which is budgeted in base LCFF funds.</p> <p>\$93,488 Reading aides have been added to the RTI program with a specific focus on K-3 fluency. \$72,383 from Title I.</p> <p>\$325,028 Professional development and coaching is coordinated and delivered by our teacher support department.</p>

Expenditures

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 **1.5.1-1.5.3**

Actions/Services

<p><b>PLANNED</b></p> <p>1.5.1 Employ reading aides at each site to focus on reading fluency in Kindergarten through third grade.</p> <p>1.5.2 Provide Science kits for the middle school science</p>	<p><b>ACTUAL</b></p> <p>1.5.1 Reading aides were hired at each school site to focus on reading fluency in Kindergarten through third grade.</p> <p>1.5.2 Science kits were provided for the middle school labs to enhance the NGSS curriculum adopted.</p>
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	<p>labs to enhance the NGSS curriculum adopted.</p> <p>1.5.3 Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.</p>	<p>1.5.3 The master teacher of science provided science teachers at each campus support by co-teaching and assisting new and other teachers.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>The Science Master Teacher is a part of the teacher support budget listed above in measurable outcome 1.4.4.</p> <p>NGSS Science kits are budgeted at \$94,000 from base LCFF funds</p> <p>Science lead teachers are budgeted at \$9,110 from base LCFF funds</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$94,312 NGSS Science kits</p> <p>\$9,100 Science lead teachers</p>

**ACTIONS / SERVICES**

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

Action **1.6.1**

Actions/Services	<p><b>PLANNED</b></p> <p>Continue to implement a visual and performing arts education program with credentialed art teachers at each school site. Arts teachers will collaborate with classroom teachers to provide arts education that addresses the LEA and Math Common Core Standards.</p>	<p><b>ACTUAL</b></p> <p>Continued to implement a visual and performing arts education program with credentialed art teachers at each school site. Arts teachers will collaborate with classroom teachers to provide arts education that addresses the LEA and Math Common Core Standards</p>
	<p><b>BUDGETED</b></p> <p>See measurable outcome 1.3.2</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See measurable outcome 1.3.2</p>
Expenditures		

**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.

# 1.7.1- 1.7.5

Action

Actions/Services

Expenditures

PLANNED	ACTUAL
<p>1.7.1 Administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-7.</p> <p>1.7.2 Continue to closely monitor student academic performance on standards-based, curriculum-embedded formative and summative assessments through “Illuminate.”</p> <p>1.7.3 Hold Students accountable (80% proficiency) in ELA/ ELD and math in order to be promoted to the next grade level.</p> <p>1.7.4 Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students who fall below 69% proficiency in ELA and math.</p> <p>1.7.5 Provide small group instruction (fall, spring &amp; summer) intersession for students below 80% proficiency in ELA and Math.</p>	<p>1.7.1. Prior to the start of the school year NWEA Map testing had been scheduled for the year. NWEA map testing was administered three times throughout the school year with a survey administered in the beginning of the year.</p> <p>1.7.2. Student academic performance on standards-based, curriculum embedded formative and summative assessments through “Illuminate” continued to be implemented.</p> <p>1.7.3. Students were held accountable in ELA/ ELD and math proficiency in order to be promoted to the next grade level.</p> <p>1.7.4. A Response to Intervention program for the purpose of providing academic and behavioral supports for students who feel below 69% proficiency in ELA and math was provided.</p> <p>1.7.5. Provided small group instruction (summer, fall and spring intersession) for students who were below 80% proficiency in ELA and math.</p>
<p><b>BUDGETED</b></p> <p>NWEA fees of \$16,027 from base LCFF funds</p> <p>Illuminate data system licenses and training costs are \$24,670 from base LCFF funds.</p> <p>Monitoring of assessment data and proficiency levels is supported by the Data &amp; Analytics department. The cost</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$15,081 NWEA fees</p> <p>\$18,509 Illuminate data system licenses and training costs</p> <p>\$232,928 The cost of Data and Analytics</p> <p>\$93,488 Reading aides have been added to the RTI program with a specific focus on K-3 fluency. \$72,383 from Title I and \$21,105 from supplemental and concentration grant funds.</p>

of Data and Analytics is \$225,728 from supplemental and concentration grant funds.

RTI aides are budgeted at \$78,039 from Title I funds and \$21,222 from supplemental and concentration grant funds

Intersession is part of the teacher's 11 month work calendar. See measurable outcomes 1.1.1 and 1.1.2

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 **1.8.1**

Actions/Services	<b>PLANNED</b> Partner with high education institutes for 5th grade trip to the college for a hands on Science lectures activities.	<b>ACTUAL</b> Partnered with a higher education institute for a fifth grade trip to a college to participate in hands on science activities. All fifth grade students had the opportunity to attend.
	<b>BUDGETED</b> \$18,000 is budgeted from lottery funds for the Cal-Poly field trip.	<b>ESTIMATED ACTUAL</b> \$18,000
Expenditures		

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 **1.9.1-1.9.3**

Actions/Services	<b>PLANNED</b> 1.9.1 Provide ELD interventions to all ELLs.  1.9.2 Administer, score and analyze the CELDT for instructional planning.	<b>ACTUAL</b> 1.9.1. Continued to provide ELD interventions to all ELLs. 1.9.2. Administered, scored and analyzed the CELDT for instructional planning in the beginning of the school year. 1.9.3. Els had access to research-based instructional strategies and materials throughout the school year.

	1.9.3 ELs have access to research-based instructional strategies and materials.	
Expenditures	<b>BUDGETED</b> Interventions and CELDT testing are performed by classroom teachers (see measurable outcome 1.1.1) and RTI aides (see measurable outcome 1.7.4)  Instructional materials are part of the core curriculum (see measurable outcome 1.2.1 and 1.2.3).	<b>ESTIMATED ACTUAL</b> Interventions and CELDT testing are performed by classroom teachers (see measurable outcome 1.1.1) and RTI aides (see measurable outcome 1.7.4)  Instructional materials are part of the core curriculum (see measurable outcome 1.2.1 and 1.2.3).

**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 **1.10.1**

Actions/Services	<b>PLANNED</b> Develop course schedule that allows all students to take at least 1 trimester of Spanish per yr.	<b>ACTUAL</b> Developed a course schedule that allowed for all middle school students to take at least one trimester of Spanish during the school year.
	<b>BUDGETED</b> Salary for the Spanish teacher is included in certificated salaries per measureable outcome 1.1.	<b>ESTIMATED ACTUAL</b> Salary for the Spanish teacher is included in certificated salaries per measureable outcome 1.1.
Expenditures		

**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 **1.11.1-1.11.3**

Actions/Services	<b>PLANNED</b> 1.11.1 Organize 4 <sup>th</sup> grade field lesson to California State and historical landmarks. (IE: State Capitol, Sutter’s	<b>ACTUAL</b> 1.11.1. Fourth grade field lessons to a California State and historic landmark were scheduled and took place throughout the year. (See table below)

<p>Fort and California Indian Museum.)</p> <p>1.11.2 Teachers organize a class community service project each trimester.</p> <p>1.11.3 Hold an African-American program or do a project in which students learn about and celebrate African American History.</p>	School	Date	Location
	Fortune School	June 8, 2017	Marshall Gold
	William Lee College Prep	February 27, 2017	Marshall State Historic Park
	Alan Rowe College Prep	June 2017	Marshall State Historic Park
	<p>1.11.2. Parent Liaisons and teachers organized community service projects each trimester for the scholars</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• First Trimester – Pennies for Patients</li> <li>• Second Trimester – Can Food Drive</li> <li>• Third Trimester – Pennies for Peru and St. Jude Marathon.</li> </ul>		
	<p>1.11.3. Each school site participated in a project or program around African American History.</p>		

**BUDGETED**  
 Student field lessons are budgeted at \$75,800 from lottery funds

Community service projects and the African-American program are funded from teacher supply budgets of \$68,500 from base LCFF funds.

**ESTIMATED ACTUAL**  
 \$81,461 Field Lessons  
 \$63,169 Teacher supply budgets

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.	Actions and services for this goal were generally implemented as planned. Based on re-evaluation of the curriculum that was adopted and used, we have added Open Source curriculum that will help us address the needs of our scholars and their demographics as it relates to reading, writing and math. We did not host a spring symposium as we felt that the time and resources would be better used in a more direct setting that was specific to each school site and their needs.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall the effectiveness of the actions/services to achieve the articulated goal as measured was positive. It allowed for us to evaluate the overall effectiveness We have noted an increase in ELA test scores, however we realized that our scholars need additional exposure and practice with reading fluency and writing.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not hit the expected enrollment numbers therefore we did not hire a Master teacher that we stated we were going to do.
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.	Action 1.2.1. will be for grades Kindergarten through fourth grade; fifth grade ELA/ELD curriculum can be referenced to action 1.2.2. The current 1.2.2 has been updated to reflect changes to the grades and can be referenced to Action 1.2.3. Action 1.2.2. in the new LCAP has been updated to reflect changes in the curriculum. Action 1.2.3. has been removed from the LCAP as the curriculum structure for the grades mentioned has been updated; see 1.2.4. for updates to math curriculum. Action 1.7.3 was removed, we will be focusing on curriculum embedded & national norm assessments moving forward. As a result to the removal of action 1.7.3., current action 1.7.4 will be moved to 1.7.3 and current action 1.7.5. will be moved to 1.7.4. Measureable outcome 1.9 has been moved, reference measurable Outcome 1.11. Actions associated to 1.9. can be referenced to measureable outcome 1.11. Measureable Outcomes and actions associated 1.10 and 1.11 can be referenced in the new LCAP to 1.9 and 1.10. Reordering of LCAP to match with other organizational LCAPs.

# Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 2.1. 100% of students will have the opportunity to attend a college field lesson each year.
- 2.2. Continue to have fully functioning and compliant School Site Councils at each school to ensure parent input & decision making.
- 2.3. Create a parent education program.
- 2.4. 95% attendance rate at all schools.
- 2.5. Chronic absenteeism is a rate at or below 5%.
- 2.6. Middle school drop-out rate of zero percent.
- 2.7. Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.
- 2.8. 100% of parents will sign a "Commitment to Excellence" contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.
- 2.9. Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.
- 2.10. 45% of parents will complete 40 hours of completely voluntary service to the school community. There is no penalty for parents who do not complete their service hours.

### ACTUAL

- 2.1. 100% of students had an opportunity to attend a college field lesson each year.
- 2.2. Fortune School continued to have fully functioning school site councils at each school to ensure parent input and decision making.
- 2.3. A parent education program was created and offered at each school site.
- 2.4. Maintained an attendance rate of 95%
- 2.5. Implemented board adopted attendance policy; chronic absenteeism rate was at or below 5%.
- 2.6. Middle school dropout rate was zero percent.
- 2.7. The school year is still in progress, percentage of suspensions and expulsion rates will not be available until the end of the school year.
- 2.8. 100% of parents have signed a Commitment to Excellence Contract (Parent Compact).
- 2.9. 91.61% of parents surveyed stated that they were satisfied with their child's school.
- 2.10. At a minimum 45% of parents completed 40 hours of completely voluntary service to the school community. Completely voluntary hours totals will not be available until after the school year.

## 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 **2.1.1**

Actions/Services

**PLANNED**

Organize annual college field lesson for each student.

**ACTUAL**

Annual college field lessons for each student has been scheduled (see school tables below).

**Fortune School**

Kindergarten	October 7, 2016	Sacramento State
First Grade	December 1, 2016	UC Davis
Second Grade	November 29, 2016	SF State University
Third Grade	October 12, 2016	Stanford
Fourth Grade	February 24, 2017	University of Pacific
Fifth Grade	April 27 <sup>th</sup> -28, 2017	Cal Poly San Luis Obispo

**William Lee College Prep**

Kindergarten	May 9, 2017	Sacramento State
First Grade	April 14, 2017	University of Pacific
Second Grade	May 24, 2017	UC Davis
Third Grade	April 18, 201	CSU Stanislaus
Fourth Grade	February 27, 2017	Chico State Univ.
Fifth Grade	April 27 <sup>th</sup> & 28, 2017	Cal Poly San Luis Obispo

**Alan Rowe College Prep**

Kindergarten	April 19, 2017	Sacramento State
First Grade	June 13, 2017	University of Pacific
Second Grade	May 24, 2017	UC Davis
Third Grade	April 27, 2017	CSU Stanislaus

	Fourth Grade	February 23, 2017	University of Pacific
	Fifth Grade	April 27, 2017	Cal Poly San Luis Obispo
	Sixth Grade	June 2017	UC Berkley
	Ephraim Williams College Prep		
	Sixth Grade	February 27, 2017	UC Berkley
	Seventh Grade	April 24, 2017	Stanford University
	Eighth Grade	April 25, 2017	Fresno State Univ.
	Hazel Mahone College Prep		
	TK & Kindergarten	April 25, 2017	Sacramento State
	First Grade	April 4, 2017	UC Davis
	Second Grade	April 13, 2017	CSU Stanislaus
	Third Grade	April 20, 2017	CSU San Francisco
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>	
Expenditures	See field trip budget in measurable outcome 1.11.1	See field trip budget in measurable outcome 1.11.1	

**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 **2.2.1-2.2.3**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<p>2.2.1 Continue to employ a Coordinator of Compliance.</p> <p>2.2.2 Coordinator of Compliance continue to monitor and support school site councils for compliance.</p>	<p>2.2.1. Continued to employ a Coordinator of Compliance.</p> <p>2.2.2. The Coordinator of Compliance continued to monitor and support school site councils.</p> <p>2.2.3. System-wide training for School Site Council members was provided during the first school site council meeting during the first trimester. In addition the CA Department of Education did a workshop pertaining to School Site councils and the Single Plan for</p>

2.2.3 Provide annual system-wide training for School Site Council members.	Student Achievement at the Parent Convention (April 2017).
<p><b>BUDGETED</b></p> <p>The Coordinator of Compliance position is partially funded from the allowable Title I administrative fee of 15% (\$71,455). This position is responsible for providing the system-wide training for School Site Council Members and monitoring compliance.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$79,602 Coordinator of Compliance position</p>

Expenditures

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.

**2.3.1-**

Action

**2.3.2**

Actions/Services

<p><b>PLANNED</b></p> <p>2.3.1 Establish a cohort-based parent academy that will provide parents with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's performance at school.</p> <p>2.3.2 Contract with the Sacramento Observer to produce an annual parent convention that allow Fortune parents to receive training on becoming a strong advocate for Charter Schools and receive training on the School Site Council.</p>	<p><b>ACTUAL</b></p> <p>2.3.1. Established a cohort-based parent academy that provided parents with information and tools that will help improve their ability to assist their children at home with educational experiences designed to enhance their student's performance at school.</p> <p>2.3.2. Hosted an annual parent convention April 8, 2017 that allowed Fortune parents to receive training on common core, colleges, NGSS Science standards, School Site Council and Education technology.</p>
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Expenditures

**BUDGETED**  
 \$20,000 is budgeted in Title I for the parent academy.  
 \$30,000 is budgeted in Title I for the annual parent convention

**ESTIMATED ACTUAL**  
 \$6,229 parent academy.  
 \$18,000 Parent Convention

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.

**2.4.1-**

Action

**2.4.4**

Actions/Services

**PLANNED**

2.4.1. Implement Dean’s proposal for behavioral technicians.

2.4.2. Increase Parent liaison’s hours to eight hours a day.

2.4.3. Provide parent education about the importance of school attendance:

- Establish a cohort-based parent academy to provide:
  - Parent education for parents of children in grades TK-1 in partnership with the National Black Child Development Institute, Sacramento Chapter focused on:
  - Early childhood development
  - Common Core parent information
  - Attendance, truancy and student persistence.

**ACTUAL**

2.4.1. Implemented Dean’s proposal for behavior technicians.

2.4.2. Parent liaison’s hours were increased to eight hours at Fortune School location. At Hazel Mahone College Prep and Alan Rowe College Prep, the parent liaison hours were based on the enrollment and need of the school.

2.4.3. Parent Academy was hosted as a half-day Saturday Format at each school site:

Fortune School	October 1, 2016
William Lee College Prep	February 4, 2017
Alan Rowe College Prep	January 24, 2017
Ephraim Williams College Prep	March 4, 2017
Hazel Mahone College Prep	December 10, 2016

Due to an internal re-organization within the National Black Child Development Institute, Fortune School made the decision not to contract with

<ul style="list-style-type: none"> <li>○ Parent education for parents of children grades 2-7 focused on: <ul style="list-style-type: none"> <li>▪ Common Core parent information</li> <li>▪ College readiness</li> <li>▪ Attendance , truancy and student persistence</li> </ul> </li> </ul> <p>2.4.4. Provide positive behavior management and Crisis Prevention Intervention training for campus monitors.</p>	<p>the community organization during the school year. As a result Parent Academy was offered at all five Sacramento School locations.</p> <p>2.4.4. Positive behavior management and Crisis prevention Intervention training for campus monitors was provided during the fall intercession for all behavior technicians.</p>
<p><b>BUDGETED</b> Total budget for behavioral technicians is \$273,122 from base LCFF funds</p> <p>See measurable outcome 2.3.1 for the parent academy.</p> <p>Parent Liaisons are also responsible for parent education. Total salary budget is \$103,360 from supplemental and concentration grant funds. This includes the increase in hours per measurable outcome 2.4.2</p> <p>Crisis prevention training is provided by our SELPA at no charge and behavior management training is provided by our middle school Dean.</p>	<p><b>ESTIMATED ACTUAL</b> \$259,265 behavioral technicians \$156,553 Parent Liaisons</p>

Expenditures

**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 **2.5.1**

Actions/Services	<b>PLANNED</b> Continue to Employ Truancy Prevention and Parent Engagement Coordinator.	<b>ACTUAL</b> Continued to employ the necessary personnel to assist in truancy prevention and parent engagement.
Expenditures	<b>BUDGETED</b> Cost is \$62,492 from supplemental and concentration grant funds	<b>ESTIMATED ACTUAL</b> See 2.4.4 for Parent Liaisons

## 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 **2.6.2**

Actions/Services	<b>PLANNED</b> Implement various student engagement programs including: <ul style="list-style-type: none"> <li>• Exposing 6th grade students to outdoor education through a 4-day trip to Sly Park.</li> <li>• Sports programs</li> <li>• Hire an Athletic Director</li> </ul>	<b>ACTUAL</b> All sixth graders participated in the outdoor education through a four-day trip to Sly Park at the end of February 2017.  An athletic department was created this school year, hiring an athletic director and coaches for girls and boys basketball, Lacrosse and cheer.
Expenditures	<b>BUDGETED</b> See field trip budget in measurable outcome 1.11.1  The athletic program budget is \$134,345 and includes the Director's salary	<b>ESTIMATED ACTUAL</b> \$134,261 athletic program

## 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.

### **2.7.1-**

### Action **2.7.2**

Actions/Services	<b>PLANNED</b> 2.7.1 Continue using board-adopted Progressive discipline matrix.	<b>ACTUAL</b> 2.7.1. Continued to use the board adopted progressive discipline matrix.  2.7.2. Continued to employ a Dean of Students, Behavior Aides and
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	2.7.2 Continue to employ staff to supervise students and manage student behaviors. (Dean of Students, Behavior Aides, Behavior Technicians).	behavior technician to supervise students and manage student behaviors.
Expenditures	<p><b>BUDGETED</b> Dean of Students and Behavior Aides are budgeted at \$93,221.</p> <p>See measurable outcome 2.4.1 for Behavior Technicians</p>	<p><b>ESTIMATED ACTUAL</b> \$69,032 Dean of Students \$16,940 Behavior Aides</p>

**ACTIONS / SERVICES**

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

Action **2.8.1**

Actions/Services	<p><b>PLANNED</b> Include Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.</p>	<p><b>ACTUAL</b> Included a Commitment to Excellence Contract (Parent Compact) in the enrollment processes for parent signature.</p>
Expenditures	<p><b>BUDGETED</b> Nominal cost</p>	<p><b>ESTIMATED ACTUAL</b> Nominal cost</p>

**ACTIONS / SERVICES**

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

Action **2.9.1-2.9.2**

Actions/Services	<p><b>PLANNED</b> 2.9.1 Include question asking how parents feel about the safety and security of their child's school on the annual parent survey.</p>	<p><b>ACTUAL</b> An annual parent survey was given to all parents at the end of the second trimester asking parents how they felt about the safety and security of their child's school.</p>
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	2.9.2 Provide parents with the annual parent survey.	
Expenditures	<b>BUDGETED</b> Nominal cost for the annual parent survey.	<b>ESTIMATED ACTUAL</b> Nominal cost

**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 **2.10.1**

Actions/Services	<b>PLANNED</b> Continue to employ parent liaisons to track completely voluntary parent hours and create parent engagement activities.	<b>ACTUAL</b> Continued to employ parent liaisons to track completely voluntary parent hours and create parent engagement activities.
Expenditures	<b>BUDGETED</b> See Parent Liaisons in measurable outcomes 2.4.2 and 2.4.3	<b>ESTIMATED ACTUAL</b> See Parent Liaisons in measurable outcomes 2.4.2 and 2.4.3



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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions and services for this goal were implemented as planned and the goal has been achieved. The only difficulty was being able to maintain a fully functioning school site council at one of our schools sites. Ed Code requires a School Site Council composition for the elementary level consisting of having five parents who are nominated and elected by parents. At one particular site we had two parents resign from the school site council before the SPSA for 2017-18 was written. Resignation was due to changes in personal schedule and ability to attend meetings. This was an isolated reason as all other school sites were able to maintain fully functioning school site councils.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The overall effectiveness of the actions/ services to achieve the articulated goal was positive. T</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Parent Academy costs came under budget due to cost savings strategies and the amount of parents who participated. The difference from budgeted to actual is 68%. Differences in the budgeted vs actual for Parent Convention are based on the re-use of items and supplies purchased in the prior year.</p>
<p>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.</p>	<p>Measureable outcome 2.4 was removed from the LCAP and merged with measureable outcome 2.3. Actions 2.4.1 and 2.4.2 were removed as they were implemented in the 2016-17 school year. Action 2.4.3 had been updated and moved and can be referenced at action 2.3.3. of the new LCAP. Action 2.4.4. has been moved to 2.6.3 of the new LCAP. Action 2.4.1 was removed as it has been implemented in the 2016-17 school year. Measureable outcome 2.10 was removed from the LCAP and combined with Measureable Outcome 2.8. Action 2.10.1 can now be referenced to 2.8.2. Due to the merge of 2.4 into 2.3 all actions after 2.4 have been shifted up a reference number in the new LCAP.</p>

# Goal 3

Create safe, clean and welcoming learning environments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

3.1. 100% of school sites will earn a “good” rating on the State of California Facilities Inspection Tool.	3.1. All school site earned a “good” rating on the State of California Facility Inspection Tool.
3.2. 80% of parents will express confidence that the schools are safe and secure.	3.2. 94% of parents surveyed expressed confidence that the schools are safe and secure.
3.3. Over 50% of teachers surveyed will say their school site is safe and secure.	3.3. Teacher surveys are scheduled to go out at the end of June 2017 therefore results are not currently available.
3.4. A majority of students surveyed will say their school site is safe and secure.	3.4. 91% of students surveyed indicated that they felt safe at their school.

## 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.

### 3.1.1 &

### Action 3.1.2

Actions/Services	<b>PLANNED</b> 3.1.1. Custodial Supervisor uses the CA Facilities Inspection Tool.  3.1.2. Continue weekly custodial staff meetings scheduled.	<b>ACTUAL</b> 3.1.1. The custodial supervisor continued the usage of the California Facilities Inspection Tool throughout the school year. 3.1.2. Weekly meetings continued to be held including all custodial staff.
	<b>BUDGETED</b> Activities are conducted by the Custodial Supervisor. Total budgeted salary is \$59,322. Cost	<b>ESTIMATED ACTUAL</b> Maintenance Supervisor \$60,251
Expenditures		

is paid by the CMO and billed back to the school sites as part of the CMO support charge.

**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.

**3.2.1 &**

Action **3.2.2**

Actions/Services

<p><b>PLANNED</b></p> <p>3.2.1. Include a question asking how parents feel about the safety and security of their child’s school on the annual parent survey.</p> <p>3.2.2. Provide parents with the annual parent survey to complete while they wait for their third trimester student-led Parent Teacher Conference.</p>	<p><b>ACTUAL</b></p> <p>An annual parent survey was provided to all parents to complete within the months of April and May. The survey included a question asking parents how they felt about the safety and security of their child’s school..</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>Nominal Costs</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Nominal Costs</p>
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**ACTIONS / SERVICES**

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

Action **3.3.1**

Actions/Services

<p><b>PLANNED</b></p> <p>Create and implement a teacher survey to measure their sense of campus safety.</p>	<p><b>ACTUAL</b></p> <p>A teacher survey to measure the staff’s sense of campus security was distributed to all staff in June 2017.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>Nominal Costs</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Nominal Costs</p>
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**ACTIONS / SERVICES**

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

Action **3.4.1**

Actions/Services	<p><b>PLANNED</b> Create and implement a student survey to measure their sense of campus safety.</p>	<p><b>ACTUAL</b> A school climate survey was created by the Fortune School Data and Analytics department using the guidance provided the California Department of Education. The School climate survey was given to all sixth through eighth grades in the second and third trimesters (100 students).</p>
Expenditures	<p><b>BUDGETED</b> Nominal Costs</p>	<p><b>ESTIMATED ACTUAL</b> Nominal Costs</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services to achieve the articulated goal was positive.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions/ services to achieve the articulated goal was extremely helpful in measuring how our stakeholders felt about the overall cleanliness and safety of our schools. We continue to ask our stakeholder how they feel about the conditions and their personal safety moving forward.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences noted between the budgeted expenditures and the estimated actual expenditures noted.
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.	Action 3.2.2 was removed, as we have discovered other times and means of implementation to effectively gather stakeholder feedback.

Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

LCAP  
Year

2017–18    2018–19    2019–20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Fortune School continuously engaged with stakeholders throughout the school year and specifically held meetings with all stakeholders on review and feedback on the LCAP and annual review process. Such stakeholder feedback helps drive how monies are budgeted in the next year based on need. Stakeholder feedback shines light on the specific needs for each site and the overall organizational needs recognized through this process.

#### Teacher Stakeholders:

There is a regular system of teacher and administrator communications in the form of grade-level review of student achievement data, selection of interventions needed for a specific group of students, weekly faculty meetings and other school level or organization-wide task groups working on new priorities.

#### Parent and Staff Stakeholders:

In April and May 2017 parents, teachers and staff have engaged in the in the preparation of the Local Control and Accountability Plan for Fortune School. Parent, teacher and staff meetings were conducted at each Fortune School campus. At the meetings parents were asked to rank how well they felt administration did at reaching the goals they had helped to create. After going over the current year’s goals, administration gave each stakeholder three large sticky notes where they could leave feedback for each of the three LCAP goals. In addition to the LCAP Stakeholder meetings, stakeholder feedback was obtained from advisory committees such as the School Site Council and English-Learner Advisory Sub-committee. Title I information nights, parent academies and parent convention were also ways LCAP feedback was obtained from stakeholders. In the second trimester of 2017 an annual parent survey was sent to all parents allowing them to leave LCAP stakeholder feedback. Feedback was then passed onto administration during budget meetings for the next school year.

#### Student Feedback:

We care about school climate and the social and emotional well-being of our scholars. How they feel about their school, teachers and peers is important to us. Studies have shown that students do better academically when their educational environment is conducive to learning. In the 2016-17 school year a school climate survey was given to sixth, seventh and eighth grade scholars. The survey was conducted through the online survey service Survey Monkey and administered by the Data and Analytics department.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Per the feedback received from teachers, parents and students new positions were created, budgets from parent education opportunities was expanded and a focus on data driven teaching can be seen.

# 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.

<input type="checkbox"/> New Unchanged	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/>
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### Goal 1

Improve and support student learning to close the achievement gap by providing high quality classroom instruction that raises rigor to a college-ready bar.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

- Adoption of new Open Source Curriculum that are aligned with the Common Core State Standards.
- LCAP stakeholder feedback, teachers participating in professional developments
- Available NWEA and SBAC data
- Current academic progress in ELA as it relates to comprehension and writing.
- Current academic progress in Math

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 100% of Teachers are appropriately credentialed.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.
1.2 100% of students will have standards-aligned instructional materials in English Language Arts/ English Language Development, Math, Science and Social Studies.	100% of students have standard-aligned instructional materials	100% of students have standard-aligned instructional materials	100% of students have standard-aligned instructional materials	100% of students have standard-aligned instructional materials
1.3 100% of teachers will have weekly planning time for the implementation of Common Core.	100% of teachers will have a weekly prep time.	100% of teachers will have a weekly prep time	100% of teachers will have a weekly prep time	100% of teachers will have a weekly prep time
1.4 100% of teachers and administrators will participate in a robust program of professional	Teachers and administrators will participate	Teachers and administrators will participate	Teachers and administrators will participate	Teachers and administrators will participate

development on Common Core aligned instructional materials for English Language Arts and English Language Development.	professional development	professional development	professional development	professional development
1.5 100% of teachers will have professional development on Next Generation Science Standards (NGSS)	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.
1.6 100% of students will have a visual or performing arts experience each year.	100% of students will have a visual or performing arts experience	100% of students will have a visual or performing arts experience	100% of students will have a visual or performing arts experience	100% of students will have a visual or performing arts experience
1.7 Students in testing grades will perform at proficiency levels in English Language Arts and Math at or above their peers in traditional public schools in the region with similar demographics.	Per test scores in 2015-16: ELA – Yellow/ Math - Yellow	ELA – Yellow/ Math - Yellow	ELA – Yellow/ Math - Yellow	ELA – Yellow/ Math - Yellow
1.8 Maintain an increase of students meeting or exceeding state standards in science.	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%
1.9 100% of Middle School students will take a foreign language as an elective.	100% of Middle School students will take a foreign language	100% of Middle School students will take a foreign language	100% of Middle School students will take a foreign language	100% of Middle School students will take a foreign language
1.10 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history, to enhance social studies curriculum.	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history



<p>1.11 100% of EL students will demonstrate progress towards English Proficiency.</p>	<p>EL Students 2015-16 ELA - Yellow</p>	<p>ELA - Yellow</p>	<p>ELA - Yellow</p>	<p>ELA - Yellow</p>
<p>1.12 100% of high school students will be offered the A-G course sequence for admission to the UC /CSU through the MOU with Cosumnes River College.</p>	<p>Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.</p>	<p>Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.</p>	<p>Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.</p>	<p>Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.</p>
<p>1.13 High school students will demonstrate college readiness at levels that are the same or better than their peers in traditional public school in the region with similar demographics.</p>	<p>Baseline data for Fortune students is not available as they will not have 11<sup>th</sup> graders until the 2019-20 school year. Per Sacramento County students who met state standards are as follows: 5% ELA/ 3% Math</p>	<p>Per Sacramento County students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math</p>	<p>Per Sacramento County students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math</p>	<p>Per Sacramento County students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math</p>

**PLANNED ACTIONS / SERVICES**

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

Action **1.1.1.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All Group(s) _____	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Publish teacher salary schedule and make it available to employees and the public on Fortune's website to: <ul style="list-style-type: none"> <li>• Make teacher compensation competitive and predictable and</li> <li>• Provide transparent and open communication about pay ranges and how decisions about pay are made.</li> </ul>	Continue to publish a teacher salary that is available to employees and the public on Fortune's website.	Continue to publish a teacher salary that is available to employees and the public on Fortune's website.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount \$3,341,129 \$1,605,162	Amount \$4,587,648 \$1,841,653	Amount \$5,353,035 \$2,044,420
Source LCFF	Source LCFF	Source LCFF

	Education Protection Act		Education Protection Act		Education Protection Act
Budget Reference	Resource 0000, 1400	Budget Reference	Resource 0000, 1400	Budget Reference	Resource 0000, 1400

## Action 1.1.2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Adopt an 11-month teacher work schedule.	Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary.	Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary.

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Nominal Costs	Amount: Nominal Costs	Amount: Nominal Costs
Source: See Action 1.1.1	Source: See Action 1.1.1	Source: See Action 1.1.1
Budget Reference: See Action 1.1.1	Budget Reference: See Action 1.1.1	Budget Reference: See Action 1.1.1

## Action 1.1.3.

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Upon Hiring teachers will be verified as being fully credentialed.

**2018-19**

New  Modified  Unchanged

Upon Hiring teachers will be verified as being fully credentialed.

**2019-20**

New  Modified  Unchanged

Upon Hiring teachers will be verified as being fully credentialed.

BUDGETED EXPENDITURES

**2017-18**

Amount

Nominal Costs

Source

See Action 1.1.1

Budget Reference

See Action 1.1.1

**2018-19**

Amount

Nominal Costs

Source

See Action 1.1.1

Budget Reference

See Action 1.1.1

**2019-20**

Amount

Nominal Costs

Source

See Action 1.1.1

Budget Reference

See Action 1.1.1

Action **1.2.1.**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

**2018-19**

New  Modified  Unchanged

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

**2019-20**

New  Modified  Unchanged

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$136,871  
 Source: LCFF, EPA and Lottery  
 Budget Reference: Resource 0000, 1400, 1100, 6300

**2018-19**

Amount: \$231,007  
 Source: LCFF, EPA and Lottery  
 Budget Reference: Resource 0000, 1400, 1100, 6300

**2019-20**

Amount: \$236,507  
 Source: LCFF, EPA and Lottery  
 Budget Reference: Resource 0000, 1400, 1100, 6300

Action **1.2.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

**BUDGETED EXPENDITURES**

**2017-18**

Amount See Action 1.2.1  
 Source See Action 1.2.1  
 Budget Reference See Action 1.2.1

**2018-19**

Amount See Action 1.2.1  
 Source See Action 1.2.1  
 Budget Reference See Action 1.2.1

**2019-20**

Amount See Action 1.2.1  
 Source See Action 1.2.1  
 Budget Reference See Action 1.2.1

Action **1.2.3.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Curriculum: Go Math grades K-1

**2018-19**

New  Modified  Unchanged

Curriculum: Go Math grades K-1

**2019-20**

New  Modified  Unchanged

Curriculum: Go Math grades K-1

**BUDGETED EXPENDITURES**

**2017-18**

Amount See Action 1.2.1  
 Source See Action 1.2.1

**2018-19**

Amount See Action 1.2.1  
 Source See Action 1.2.1

**2019-20**

Amount See Action 1.2.1  
 Source See Action 1.2.1

Budget  
Referen  
ce

See Action 1.2.1

Budget  
Referen  
ce

See Action 1.2.1

Budget  
Referen  
ce

See Action 1.2.1

## Action 1.2.4.

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Curriculum: Achievement First Math Open Source Grades 2-8

Curriculum: Achievement First Math Open Source Grades 2-8

Curriculum: Achievement First Math Open Source Grades 2-8

### BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount See Action 1.2.1

Amount See Action 1.2.1

Amount See Action 1.2.1

Source See Action 1.2.1

Source See Action 1.2.1

Source See Action 1.2.1

Budget Referen  
ce See Action 1.2.1

Budget Referen  
ce See Action 1.2.1

Budget Referen  
ce See Action 1.2.1

## Action 1.2.5

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Partner with Cal Poly San Luis Obispo for Math and ELA support.	Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.	Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: See Action 1.2.1	Amount: See Action 1.2.1	Amount: See Action 1.2.1
Source: See Action 1.2.1	Source: See Action 1.2.1	Source: See Action 1.2.1
Budget Reference: See Action 1.2.1	Budget Reference: See Action 1.2.1	Budget Reference: See Action 1.2.1

Action **1.3.1.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR



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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.

**2018-19**

New  Modified  Unchanged

Continue to implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.

**2019-20**

New  Modified  Unchanged

Continue to implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	Nominal Costs
Source	
Budget Reference	

**2018-19**

Amount	Nominal Costs
Source	
Budget Reference	

**2019-20**

Amount	Nominal Costs
Source	
Budget Reference	

Action **1.3.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**
 New  Modified  Unchanged

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

**2018-19**
 New  Modified  Unchanged

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

**2019-20**
 New  Modified  Unchanged

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

**BUDGETED EXPENDITURES****2017-18**

Amount \$272,405

Source Title 1

Budget Reference Resource 3010

**2018-19**

Amount \$276,906

Source Title 1

Budget Reference Resource 3010

**2019-20**

Amount \$277,324

Source Title 1

Budget Reference Resource 3010

**Action 1.4.1.**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES****2017-18**
 New  Modified  Unchanged

Host symposia for Fortune staff and faculty to receive professional development.

**2018-19**
 New  Modified  Unchanged

Continue to host symposia for Fortune staff and faculty to receive professional development.

**2019-20**
 New  Modified  Unchanged

Continue to host symposia for Fortune staff and faculty to receive professional development.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$110,000	Amount	\$110,000	Amount	\$110,000
Source	Symposiums are hosted by the CMO and built into the school's CMO support charge.	Source	Symposiums are hosted by the CMO and built into the school's CMO support charge.	Source	Symposiums are hosted by the CMO and built into the school's CMO support charge.
Budget Reference	School CMO Budget	Budget Reference	School CMO Budget	Budget Reference	School CMO Budget

Action **1.4.2.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hold Institutes at campus level where Fortune Staff will get hands on training and professional development.	Continue to hold Institutes at campus level where Fortune Staff will get hand on training and professional development.	Continue to hold Institutes at campus level where Fortune Staff will get hand on training and professional development.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	Reference 1.4.1	Amount	Reference 1.4.1	Amount	Reference 1.4.1
Source	Reference 1.4.1	Source	Reference 1.4.1	Source	Reference 1.4.1

Budget  
Referen  
ce

Reference 1.4.1

Budget  
Referen  
ce

Reference 1.4.1

Budget  
Referen  
ce

Reference 1.4.1

### Action 1.4.3.

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Implement a T-School, and reading initiatives that teachers can participate in and implement within their classrooms.

Continue to implement a T-School, and reading initiatives that teachers can participate in and implement within their classrooms.

Continue to implement a T-School, and reading initiatives that teachers can participate in and implement within their classrooms.

### BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount Reference 1.4.1

Amount Reference 1.4.1

Amount Reference 1.4.1

Source Reference 1.4.1

Source Reference 1.4.1

Source Reference 1.4.1

Budget Reference 1.4.1

Budget Reference 1.4.1

Budget Reference 1.4.1

### Action 1.4.4.

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to employ a Director of Curriculum and Instruction and hire additional master teachers. Master teachers provide on-going coaching and professional development to teachers.	Continue to employ a Director of Curriculum and evaluate the need to hire additional Master Teachers who will continue to provide on-going coaching and professional development to teachers.	Continue to employ a Director of Curriculum and evaluate the need to hire additional Master Teachers who will continue to provide on-going coaching and professional development to teachers.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$363,518	<b>Amount</b> \$381,109	<b>Amount</b> \$391,368
<b>Source</b> LCFF, included in Teacher Support Charge	<b>Source</b> LCFF, included in Teacher Support Charge	<b>Source</b> LCFF, included in Teacher Support Charge
<b>Budget Reference</b> Resource 0000 CMO Budget	<b>Budget Reference</b> Resource 0000 CMO Budget	<b>Budget Reference</b> Resource 0000 CMO Budget

**Action 1.4.5.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

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

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Employ reading aides at each site to focus on reading fluency.

Continue to employ reading aides at each site to focus on reading fluency.

Continue to employ reading aides at each site to focus on reading fluency.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount    \$50,189  
              \$23,153  
              \$20,046

Amount    \$52,733  
              \$23,397  
              \$20,477

Amount    \$53,945  
              \$23,894  
              \$20,958

Source    Title I and LCFF

Source    Title I and LCFF

Source    Title I and LCFF

Budget Reference    Resource 3010, 0000

Budget Reference    Resource 3010, 0000

Budget Reference    Resource 3010, 0000

Action **1.4.6.**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

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

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

A cohort of administrators will attend the Relay National Principals and Supervisors Academy Fellowship on how to use data to drive classroom instruction.

Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.

Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount: \$90,044  
 Source: Title 1 & II, Lottery and LCFF  
 Budget Reference: Resource 3010,1035,1100,6300

Amount: \$30,319  
 Source: Title 1 & II, Lottery and LCFF  
 Budget Reference: Resource 3010,1035,1100,6300

Amount: \$30,319  
 Source: Title 1 & II, Lottery and LCFF  
 Budget Reference: Resource 3010,1035,1100,6300

Action **1.5.1.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to employ a Master teacher in Science.	Continue to employ a Master teacher in Science.	Continue to employ a Master teacher in Science.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount Reference Action 1.4.4	Amount Reference Action 1.4.4	Amount Reference Action 1.4.4
Source Reference Action 1.4.4	Source Reference Action 1.4.4	Source Reference Action 1.4.4
Budget Reference Reference Action 1.4.4	Budget Reference Reference Action 1.4.4	Budget Reference Reference Action 1.4.4

Action **1.5.2.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide science lab kits to enhance the NGSS curriculum adopted.	Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.	Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount \$90,440	Amount \$96,140	Amount \$96,640



Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0000	Budget Reference	Resource 0000	Budget Reference	Resource 0000

Action **1.5.3.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.	Continue to provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.	Continue to provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$9,100	Amount: \$9,100	Amount: \$9,100
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Resource 0000	Budget Reference: Resource 0000	Budget Reference: Resource 0000

Action **1.6.1.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to implement a visual and performing arts education program at each school site.

Continue to implement a visual and performing arts education program at each school site.

Continue to implement a visual and performing arts education program at each school site.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount Reference Action 1.3.2

Source \_\_\_\_\_

Budget Reference \_\_\_\_\_

Amount Reference Action 1.3.2

Source \_\_\_\_\_

Budget Reference \_\_\_\_\_

Amount Reference Action 1.3.2

Source \_\_\_\_\_

Budget Reference \_\_\_\_\_

Action **1.7.1.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
------------------------------	---

<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-9.

**2018-19**

New  Modified  Unchanged

Continue to administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-9.

**2019-20**

New  Modified  Unchanged

Continue to administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-9.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$16,368  
 Source: LCFF  
 Budget Reference: Resource 0000

**2018-19**

Amount: \$19,514  
 Source: LCFF  
 Budget Reference: Resource 0000

**2019-20**

Amount: \$22,094  
 Source: LCFF  
 Budget Reference: Resource 0000

Action **1.7.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to closely monitor student academic performance on standards-based, curriculum-embedded formative and summative assessments through "Illuminate."	Continue to closely monitor student academic performance on standards-based, curriculum-embedded formative and summative assessments through "Illuminate."	Continue to closely monitor student academic performance on standards-based, curriculum-embedded formative and summative assessments through "Illuminate."

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$14,136	Amount: \$16,777	Amount: \$18,962
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Resource 0000	Budget Reference: Resource 0000	Budget Reference: Resource 0000

Action **1.7.3.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.	Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.	Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **1.7.4.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide small group instruction during intersession for students below 80% proficiency in ELA and math.

**2018-19**

New  Modified  Unchanged

Continue to provide small group instruction during intersession for students below 80% proficiency in ELA and math.

**2019-20**

New  Modified  Unchanged

Continue to provide small group instruction during intersession for students below 80% proficiency in ELA and math.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

**2018-19**

Amount

Source

**2019-20**

Amount

Source

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nce

Action **1.8.1.**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Partner with higher education institutes for 5<sup>th</sup> grade trip to a college for hands on Science activities.

Continue to partner with a higher education institutes for 5<sup>th</sup> grade trip to a college for hands on Science activities.

Continue to partner with a higher education institutes for 5<sup>th</sup> grade trip to a college for hands on Science activities.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount \$29,000

Amount \$28,000

Amount \$30,000

Source Lottery- unrestricted

Source Lottery- unrestricted

Source Lottery- unrestricted

Budget Referen  
ce Resource 1100

Budget Referen  
ce Resource 1100

Budget Refere  
nce Resource 1100

Action **1.9.1.**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ELD interventions to all ELLs.	Continue to provide ELD interventions to all ELLs.	Continue to provide ELD interventions to all ELLs.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: Reference 1.1.1. and 1.7.3 and 1.7.4	Amount: Reference 1.1.1. and 1.7.3 and 1.7.4	Amount: Reference 1.1.1. and 1.7.3 and 1.7.4
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **1.9.2.**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
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<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Administer, score and analyze the CELDT for instructional planning.

**2018-19**

New  Modified  Unchanged

Continue to administer, score and analyze the CELDT for instructional planning.

**2019-20**

New  Modified  Unchanged

Continue to administer, score and analyze the CELDT for instructional planning.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: Reference 1.1.1. and 1.7.3 and 1.7.4

Source: \_\_\_\_\_

Budget Reference: \_\_\_\_\_

**2018-19**

Amount: Reference 1.1.1. and 1.7.3 and 1.7.4

Source: \_\_\_\_\_

Budget Reference: \_\_\_\_\_

**2019-20**

Amount: Reference 1.1.1. and 1.7.3 and 1.7.4

Source: \_\_\_\_\_

Budget Reference: \_\_\_\_\_

Action **1.9.3.**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student	
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged



Els have access to research-based instructional strategies and materials.	Continue to ensure that Els have access to research-based instructional strategies and materials.	Continue to ensure that Els have access to research-based instructional strategies and materials.
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**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount Reference 1.1.1. and 1.7.3 and 1.7.4	Amount Reference 1.1.1. and 1.7.3 and 1.7.4	Amount Reference 1.1.1. and 1.7.3 and 1.7.4
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **1.10.1.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools Middle School  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop a course schedule that allows all students to take at least one trimester of a foreign language.	Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.	Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
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Amount	Salary for foreign language instructor – reference 1.1.1	Amount	Salary for foreign language instructor – reference 1.1.1	Amount	Salary for foreign language instructor – reference 1.1.1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1.11.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Organize a fourth grade field lesson to California State and historic landmarks. (IE State Capitol, Sutter’s Fort and California Indian Museum.)

**2018-19**

New  Modified  Unchanged

Continue to organize a fourth grade field lesson to California State and historic landmarks. (IE: State capitol, Sutter’s Fort and California Indian Museum.)

**2019-20**

New  Modified  Unchanged

Continue to organize a fourth grade field lesson to California State and historic landmarks. (IE: State capitol, Sutter’s Fort and California Indian Museum.)

BUDGETED EXPENDITURES

**2017-18**

Amount	\$96,000
Source	Lottery- unrestricted
Budget Reference	Resource 1100

**2018-19**

Amount	\$115,000
Source	Lottery- unrestricted
Budget Reference	Resource 1100

**2019-20**

Amount	\$135,000
Source	Lottery- unrestricted
Budget Reference	Resource 1100

Action **1.11.2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Scholars will participate in a community service project each trimester.

**2018-19**

New  Modified  Unchanged

Continue to have scholars participate in a community service project each trimester.

**2019-20**

New  Modified  Unchanged

Continue to have scholars participate in a community service project each trimester.

BUDGETED EXPENDITURES

**2017-18**

Amount: \$73,000  
Source: LCFF  
Budget Reference: Resource 0000

**2018-19**

Amount: \$89,000  
Source: LCFF  
Budget Reference: Resource 0000

**2019-20**

Amount: \$95,500  
Source: LCFF  
Budget Reference: Resource 0000

Action **1.11.3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Hold an African-American program or do a project in which students learn about and celebrate African American History.

**2018-19**

New  Modified  Unchanged

Schools will continue to hold an African-American program or do a project in which students learn about and celebrate African American History.

**2019-20**

New  Modified  Unchanged

Schools will continue to hold an African-American program or do a project in which students learn about and celebrate African American History.

BUDGETED EXPENDITURES

**2017-18**

Amount	Reference 1.11.2
Source	
Budget Reference	

**2018-19**

Amount	Reference 1.11.2
Source	
Budget Reference	

**2019-20**

Amount	Reference 1.11.2
Source	
Budget Reference	

Action **1.12.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Unduplicated Student Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

9<sup>th</sup> grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.

9<sup>th</sup> grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU

9<sup>th</sup> grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

Reference 1.2.1

Amount

Reference 1.2.1

Amount

Reference 1.2.1

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **1.13.1**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	Reference 1.1.1 and 1.1.2
Source	
Budget Reference	

**2018-19**

Amount	Reference 1.1.1 and 1.1.2
Source	
Budget Reference	

**2019-20**

Amount	Reference 1.1.1 and 1.1.2
Source	
Budget Reference	

New Modified Unchanged

## Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

- LCAP Stakeholder feedback on Parent Education
- LCAP Stakeholder feedback regarding information and training for School Site Councils would be helpful.
- Disparities in suspension rates by race.
- Disproportionately higher suspension and expulsion rates for students of color.
- African American public high school graduates have a 36% college-going rate to a UC or CSU.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 100% of students will have the opportunity to attend a college field lesson each year.	100% of students will visit a college	100% of students will visit a college	100% of students will visit a college	100% of students will visit a college
2.2 Continue to have fully functioning and compliant School Site Councils to ensure parent input & decision making.	School Site Councils will be fully functioning and in accordance to ED Code related to Title I	School Site Councils will be fully functioning and in accordance to ED Code related to Title I	School Site Councils will be fully functioning and in accordance to ED Code related to Title I	School Site Councils will be fully functioning and in accordance to ED Code related to Title I
2.3 Develop a parent education program that supports having a 95% attendance rate at all schools.	Parent Education Offered at all school sites	Parent Education Offered at all school sites	Parent Education Offered at all school sites	Parent Education Offered at all school sites
2.4 Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.
2.5 Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.

<p>2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.</p>	<p>2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.</p>	<p>2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.</p>	<p>2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.</p>	<p>2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.</p>
<p>2.7 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.</p>	<p>Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.</p>	<p>Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.</p>	<p>Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.</p>	<p>Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.</p>
<p>2.8 Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.</p>	<p>50% of parents surveyed will say they are satisfied with their scholar's school.</p>	<p>50% of parents surveyed will say they are satisfied with their scholar's school.</p>	<p>50% of parents surveyed will say they are satisfied with their scholar's school.</p>	<p>50% of parents surveyed will say they are satisfied with their scholar's school.</p>



**PLANNED ACTIONS / SERVICES**

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

Action **2.1.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All Group(s) _____	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student
<u>Location(s)</u>	<input type="checkbox"/> All schools Grade spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Unduplicated Student Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input type="checkbox"/> All schools Grade spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Organize an annual college field lesson for each student.	Continue to organize an annual college field lesson for each student.	Continue to organize an annual college field lesson for each student.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$96,000	Amount: \$115,000	Amount: \$135,000
Source: Lottery – Restricted	Source: Lottery – Restricted	Source: Lottery – Restricted
Budget Reference: Resource 1100	Budget Reference: Resource 1100	Budget Reference: Resource 1100

Action **2.2.1**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<a href="#">Location(s)</a> <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to employ a Coordinator of Compliance	Continue to employ a Coordinator of Compliance	Continue to employ a Coordinator of Compliance

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$83,535	Amount: \$85,540	Amount: \$87,684
Source: Title I , LCFF	Source: Title I , LCFF	Source: Title I , LCFF
Budget Reference: Resource 3010, 0000	Budget Reference: Resource 3010, 0000	Budget Reference: Resource 3010, 0000

Action **2.2.2**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

The Coordinator of Compliance will continue to monitor and support the school site council for compliance.

The Coordinator of Compliance will continue to monitor and support the school site council for compliance.

The Coordinator of Compliance will continue to monitor and support the school site council for compliance.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

Nominal Costs

Amount

Nominal Costs

Amount

Nominal Costs

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **2.2.3**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**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

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Provide annual system-wide training for School Site Council Members.	Continue to provide annual system-wide training for School Site Council members.	Continue to provide annual system-wide training for School Site Council members.
--	--	--

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	Nominal Costs	Amount	Nominal Costs	Amount	Nominal Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.3.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<u>Location(s)</u>
	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Host a series of Parent Education opportunities that will provide parents/guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.	Continue to host a series of Parent Education opportunities that will provide parents/guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.	Continue to host a series of Parent Education opportunities that will provide parents/guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$37,200 Parent Academies \$25,800 Parent Convention	<b>Amount</b> \$45,822 \$28,300	<b>Amount</b> \$23,208 \$28,300
<b>Source</b> Title I and LCFF Title I and Lottery	<b>Source</b> Title I and LCFF Title I and Lottery	<b>Source</b> Title I and LCFF Title I and Lottery
<b>Budget Reference</b> Resource 3010, 6300	<b>Budget Reference</b> Resource 3010, 6300	<b>Budget Reference</b> Resource 3010, 6300

Action **2.3.2.**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**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     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Host an annual parent convention that allows Fortune parents to receive training on academic strategies, and resources that will assist in their scholar’s academic success.	Continue to host an annual parent convention that allows Fortune parents to receive training on academic strategies and resources that will assist in their scholar’s academic success.	Continue to host an annual parent convention that allows Fortune parents to receive training on academic strategies and resources that will assist in their scholar’s academic success.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------

Amount	Reference 2.3.1	Amount	Reference 2.3.1	Amount	Reference 2.3.1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.3.3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 9.	Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 10,	Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 11.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	Reference 2.3.1	Amount	Reference 2.3.1	Amount	Reference 2.3.1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.3.4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Implement the Board adopted attendance Policy.

Continue to implement the Board adopted attendance policy.

Continue to implement the Board adopted attendance policy.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

Nominal Costs

Amount

Nominal Costs

Amount

Nominal Costs

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **2.4.1**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

Hire a designated person responsible for all attendance related matters.

**2018-19**

New     Modified     Unchanged

Continue to employ a designated person responsible for all attendance related matters.

**2019-20**

New     Modified     Unchanged

Continue to employ a designated person responsible for all attendance related matters.

BUDGETED EXPENDITURES

**2017-18**

Amount    \$45,131.00

Source    LCFF

Budget Reference    Resource 0000

**2018-19**

Amount    \$47,209.00

Source    LCFF

Budget Reference    Resource 0000

**2019-20**

Amount    \$48,568.00

Source    LCFF

Budget Reference    Resource 0000



Action **2.4.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

Develop and implement a SARB process that is consistent with the Board adopted attendance policy.

**2018-19**

New     Modified     Unchanged

Develop and implement a SARB process that is consistent with the Board adopted attendance policy.

**2019-20**

New     Modified     Unchanged

Develop and implement a SARB process that is consistent with the Board adopted attendance policy.

BUDGETED EXPENDITURES

**2017-18**

Amount

Nominal Costs

Source

Budget Reference

**2018-19**

Amount

Nominal Costs

Source

Budget Reference

**2019-20**

Amount

Nominal Costs

Source

Budget Reference

Action **2.5.1.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Implement various student engagement programs including:

- Competitive Sports programs
- Continue to employ an Athletic Director.

**2018-19**

New  Modified  Unchanged

Continue to implement various student engagement programs including:

- Competitive Sports programs
- Continue to employ an Athletic Director.

**2019-20**

New  Modified  Unchanged

Continue to implement various student engagement programs including:

- Competitive Sports programs
- Continue to employ an Athletic Director.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$155,737
Source	LCFF
Budget Reference	Resource 0000

**2018-19**

Amount	\$162,323
Source	LCFF
Budget Reference	Resource 0000

**2019-20**

Amount	\$161,734
Source	LCFF
Budget Reference	Resource 0000

Action **2.5.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
------------------------------	--

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific  
Grade spans: \_\_\_\_\_

**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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific  
Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Expose 6 <sup>th</sup> grade students to an outdoor education opportunity through a 4-day trip to Sly Park.	Continue to expose 6 <sup>th</sup> grade students to an outdoor education opportunity through a 4-day trip to Sly Park.	Continue to expose 6 <sup>th</sup> grade students to an outdoor education opportunity through a 4-day trip to Sly Park.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="Reference 1.10.1"/>	Amount <input type="text" value="Reference 1.10.1"/>	Amount <input type="text" value="Reference 1.10.1"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Action **2.6.1.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to use the board adopted progressive discipline matrix.

Continue to use the board adopted progressive discipline matrix.

Continue to use the board adopted progressive discipline matrix.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

Nominal Costs

Amount

Nominal Costs

Amount

Nominal Costs

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **2.6.2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_   
Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians)

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians)

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians)

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$317,452  
 Source: Title I and LCFF  
 Budget Reference: Resource 3010, 0000

**2018-19**

Amount: \$468,385  
 Source: Title I and LCFF  
 Budget Reference: Resource 3010, 0000

**2019-20**

Amount: \$499,126  
 Source: Title I and LCFF  
 Budget Reference: Resource 3010, 0000

Action **2.7.1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

**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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.

**2018-19**

New  Modified  Unchanged

Continue to include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.

**2019-20**

New  Modified  Unchanged

Continue to include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: Nominal Costs

**2018-19**

Amount: Nominal Costs

**2019-20**

Amount: Nominal Costs

Source	<input type="text"/>	Source	<input type="text"/>	Source	<input type="text"/>
Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>

Action **2.7.2.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

**2018-19**

New  Modified  Unchanged

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

**2019-20**

New  Modified  Unchanged

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

BUDGETED EXPENDITURES

**2017-18**

Amount	<input type="text" value="\$161,928"/>
Source	<input type="text" value="LCFF"/>
Budget Reference	<input type="text" value="Resource 0000"/>

**2018-19**

Amount	<input type="text" value="\$220,397"/>
Source	<input type="text" value="LCFF"/>
Budget Reference	<input type="text" value="Resource 0000"/>

**2019-20**

Amount	<input type="text" value="\$227,534"/>
Source	<input type="text" value="LCFF"/>
Budget Reference	<input type="text" value="Resource 0000"/>

Action **2.8.1.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parents with an annual parent survey.	Continue to provide parents with an annual parent survey.	Continue to provide parents with an annual parent survey.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	Nominal Costs	Amount	Nominal Costs	Amount	Nominal Costs
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.8.2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Unduplicated Student Group(s)     Schoolwide    **OR**     Limited to

Location(s)

All schools     Specific Schools: \_\_\_\_\_      
Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

Include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

**2018-19**

New     Modified     Unchanged

Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

**2019-20**

New     Modified     Unchanged

Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

BUDGETED EXPENDITURES

**2017-18**

Amount    Nominal Costs  
Source  
Budget Reference

**2018-19**

Amount    Nominal Costs  
Source  
Budget Reference

**2019-20**

Amount    Nominal Costs  
Source  
Budget Reference

New     Modified     Unchanged

**Goal  
3**

Create safe, clean and welcoming learning environments.

State and/or Local Priorities Addressed by this goal:

STATE  1     2     3     4     5     6     7     8  
COE     9     10  
LOCAL \_\_\_\_\_

Identified Need

- Required by state law
- Fortune's charter petition states that 80% of parents will express confidence that the school are safe and secure.
- This goal allows for us to understand how our stakeholders feel about the safety and security of each campus.

EXPECTED ANNUAL MEASURABLE OUTCOMES



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1. 100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.	Use of the CA Facility Inspection Tool and earn a "good" rating	Use of the CA Facility Inspection Tool and earn a "good" rating	Use of the CA Facility Inspection Tool and earn a "good" rating	Use of the CA Facility Inspection Tool and earn a "good" rating
3.2 80% of parents surveyed will express confidence that the schools are safe and secure.	Annual parent survey given to 100% of parents	Annual parent survey given to 100% of parents	Annual parent survey given to 100% of parents	Annual parent survey given to 100% of parents
3.3 Over 50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.
3.4. A majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.

### Action 3.1.1

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Custodial supervisor uses the CA facilities Inspection Tool.	Custodial supervisor continues to utilize the CA facilities Inspection Tool.	Custodial supervisor continues to utilize the CA facilities Inspection Tool.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$64,407	Amount: \$66,368	Amount: \$68,294
Source: LCFF, included in CMO charge	Source: LCFF, included in CMO charge	Source: LCFF, included in CMO charge
Budget Reference: Resource 0000	Budget Reference: Resource 0000	Budget Reference: Resource 0000

Action **3.1.2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Custodial staff will participate in weekly meetings.	Continue weekly custodial staff meetings scheduled.	Continue weekly custodial staff meetings scheduled.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: Nominal Costs	Amount: Nominal Costs	Amount: Nominal Costs

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.2.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New   
 Modified   
 Unchanged

Include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

**2018-19**

New   
 Modified   
 Unchanged

Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

**2019-20**

New   
 Modified   
 Unchanged

Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

BUDGETED EXPENDITURES

**2017-18**

Amount

Nominal Costs

Source

Budget Reference

**2018-19**

Amount

Nominal Costs

Source

Budget Reference

**2019-20**

Amount

Nominal Costs

Source

Budget Reference

Action **3.3.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Create and implement a teacher survey to measure their sense of campus safety.

**2018-19**

New  Modified  Unchanged

Continue to implement a teacher survey to measure their sense of campus security.

**2019-20**

New  Modified  Unchanged

Continue to implement a teacher survey to measure their sense of campus security.

BUDGETED EXPENDITURES

**2017-18**

Amount	Nominal Costs
Source	
Budget Reference	

**2018-19**

Amount	Nominal Costs
Source	
Budget Reference	

**2019-20**

Amount	Nominal Costs
Source	
Budget Reference	

Action **3.4.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create and implement a student survey to measure school climate and their overall sense of campus safety.	Continue to implement a student survey to measure school climate and their overall sense of campus safety.	Continue to implement a student survey to measure school climate and their overall sense of campus safety.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text"/> Nominal Costs <input type="text"/>	Amount <input type="text"/> Nominal Costs <input type="text"/>	Amount <input type="text"/> Nominal Costs <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$3,392,269	<u>Percentage to Increase or Improve Services:</u>	32.63%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

Fortune School's LCAP goals serve all students and all schools except for actions associated with Measureable Outcome 1.11 which focuses on English Learners. At this time English Learners are one of the highest performing sub-groups within our students. Budget costs for this area are factored into the certificated teacher salaries and salary schedule.