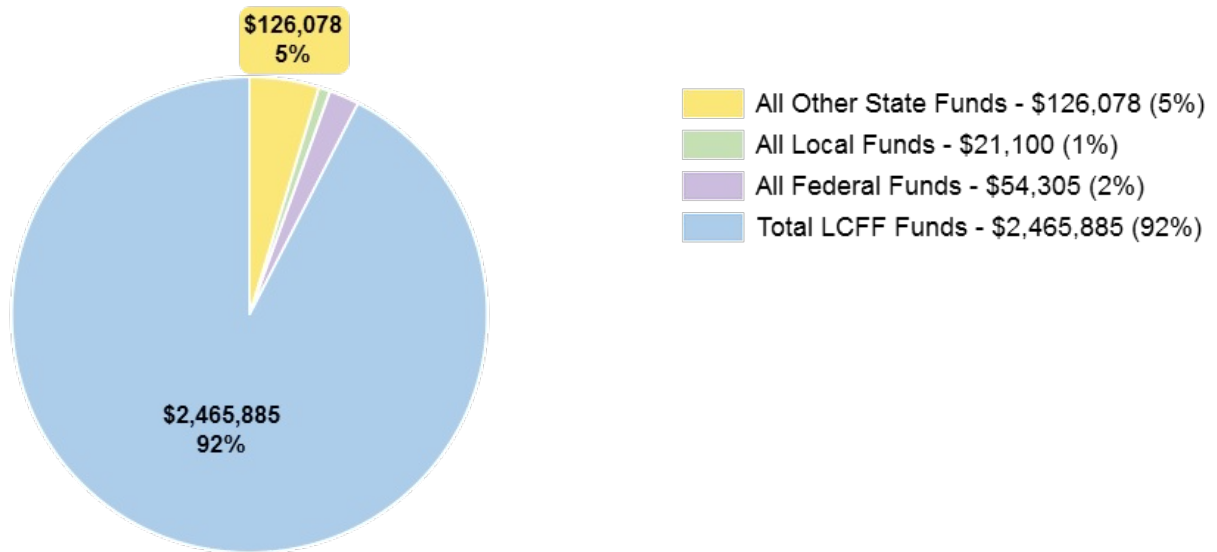


LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

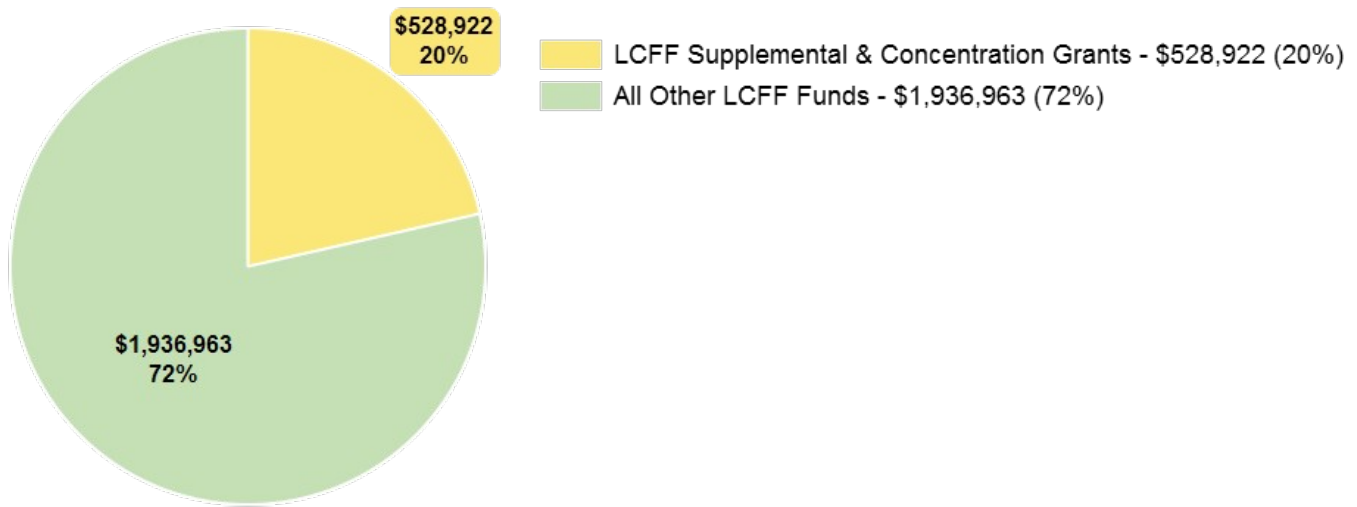
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$126,078	5%
All Local Funds	\$21,100	1%
All Federal Funds	\$54,305	2%
Total LCFF Funds	\$2,465,885	92%

Breakdown of Total LCFF Funds



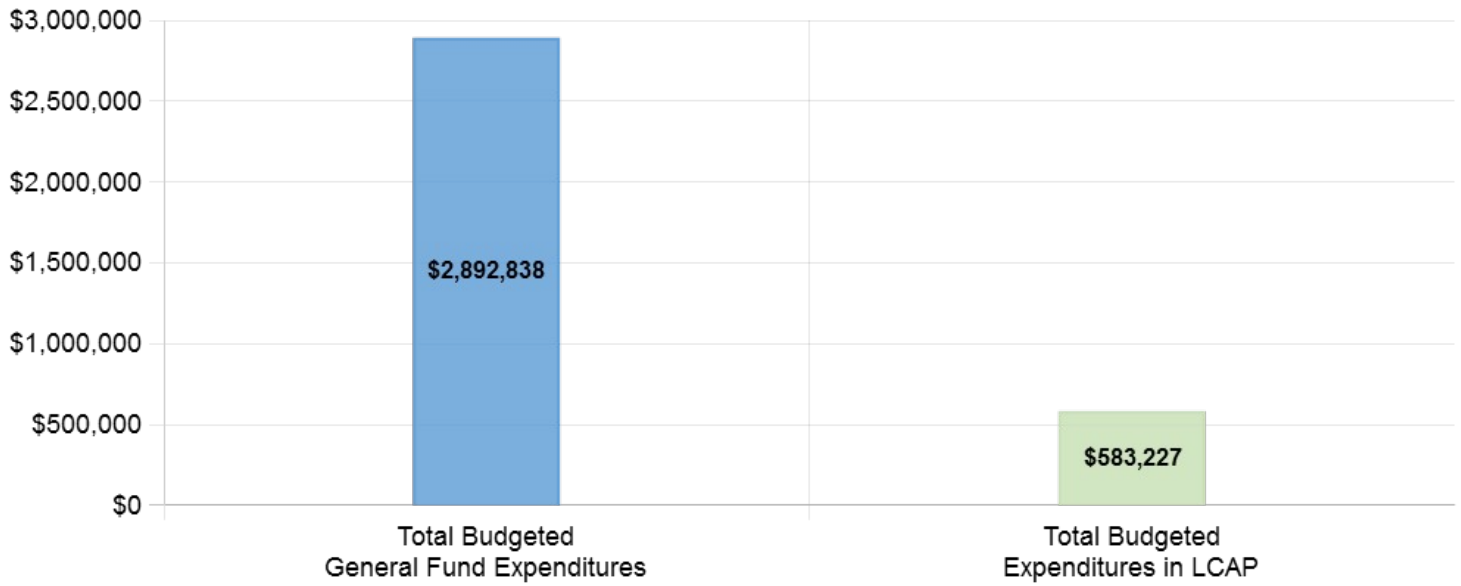
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$528,922	20%
All Other LCFF Funds	\$1,936,963	72%

These charts show the total general purpose revenue Hope Elementary expects to receive in the coming year from all sources.

The total revenue projected for Hope Elementary is \$2,667,368, of which \$2,465,885 is Local Control Funding Formula (LCFF), \$126,078 is other state funds, \$21,100 is local funds, and \$54,305 is federal funds. Of the \$2,465,885 in LCFF Funds, \$528,922 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,892,838
Total Budgeted Expenditures in LCAP	\$583,227

This chart provides a quick summary of how much Hope Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Hope Elementary plans to spend \$2,892,838 for the 2019-20 school year. Of that amount, \$583,227 is tied to actions/services in the LCAP and \$2,309,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

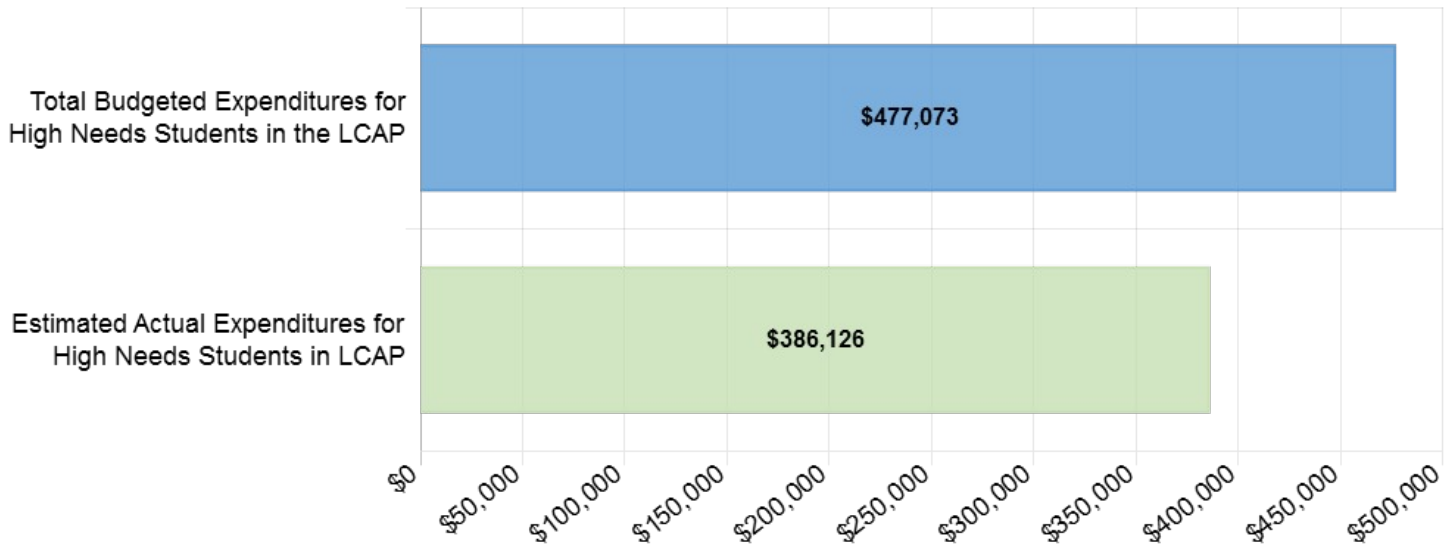
By far the largest and most important expenditure in the General Fund is instructional salaries and benefits for teachers and other staff who are the center of instruction and learning at Hope School. Maintenance and custodial staff are critical in maintaining a safe, secure learning environment. Bus drivers make sure our students arrive at school and back home on time and safely. Other support staff make sure that teachers and students have the

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Hope Elementary is projecting it will receive \$528,922 based on the enrollment of foster youth, English learner, and low-income students. Hope Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Hope Elementary plans to spend \$528,922 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$477,073
Estimated Actual Expenditures for High Needs Students in LCAP	\$386,126

This chart compares what Hope Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hope Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Hope Elementary's LCAP budgeted \$477,073 for planned actions to increase or improve services for high needs students. Hope Elementary estimates that it will actually spend \$386,126 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$90,947 had the following impact on Hope Elementary's ability to increase or improve services for high needs students:

The difference in planned actions/services and actual results from year-to-year changes in budget estimates; change in district administration; evolving student needs; and availability of high-quality materials, technology assets, and professional development trainers. The quality and effectiveness of planned actions and services were not impacted.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Hope Elementary

Contact Name and Title

Melanie Matta

Superintendent/Principal

Email and Phone

mmattahope@gmail.com

559-784-1064

2017-20 Plan Summary

The Story

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

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

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

was found to be in compliance in all areas.

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

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

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

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

LCAP Highlights

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

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

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

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

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

Review of Performance

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

Greatest Progress

We are proud of the progress we have made in reducing chronic absenteeism and suspension rates with a "green" rating on both of these important student engagement indicators. Stakeholders agree that LCAP actions and services targeting these indicators are having positive impact. Hope Elementary has worked hard to assure that every student engages in a safe and secure learning environment and surveys of teachers, parents and students confirms that these stakeholders view Hope School as a place of learning where they are respected and where they can achieve high expectations for success.

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

Greatest Needs

There are no categories in which the state indicator for schoolwide is in the "red" category. Schoolwide performance in Language Arts is in the "orange" category. The LCAP addresses this with actions and services to deepen teacher knowledge and skills through tiered professional development, multiple extended learning opportunities for students targeting gaps in knowledge and skills, experiential learning, and supplemental standards-aligned materials to differentiate teaching and learning to match student needs and strengths.

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

Performance Gaps

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

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected

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

Actual

100%

Expected**Actual**

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

0%

teacher mis-assignment rate [R] (state priority 1): 0%

0%

teacher of English learners mis-assignment rate [R] (state priority 1): 0%

0%

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

100%

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

good

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

0%

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

4=full implementation

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

4= full implementation

Expected

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

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

implementation of Visual and Performing Arts Standards [R] (state priority 2 and 7): 5= full implementation and sustainability

implementation of Next Generation Science Standards [R] (state priority 2 and 7): 2= initial implementation

implementation of History Social Science Content Standards [R] (state priority 2 and 7): 5= full implementation and sustainability

Schoolwide CAASPP ELA distance from three [R]:
35 points below level three

White CAASPP ELA distance from level three [R]: 35 points below level three

Actual

5= full implementation and sustainability

5= full implementation and sustainability

5= full implementation and sustainability

2= initial implementation

5= full implementation and sustainability

51.4 points below level three

41.8 points below level three

Expected

Hispanic CAASPP ELA distance from level three [R: 35 below level three

Low Income CAASPP ELA distance from level three [R] : 35 points below level three

English learner CAASPP ELA distance from level three [R] : 35 points below level three

Schoolwide CAASPP Math distance from level three [R]: 70 points below level three

White CAASPP Math distance from level three [R]: 70 points below level three

Hispanic CAASPP Math distance from level three [R]: 70 points below level three

Disadvantaged CAASPP Math distance from level three [R]: 70 points below level three

Actual

56 points below level three

56.1 points below level three

61.7 points below level three

50.4 points below level three

41.1 points below level three

54.1 points below level three

52.7 points below level three

Expected

English Learner CAASPP Math distance from level three [R]: 70 points below level three

English Learner progress toward English proficiency: 70%

English learner redesignation rate: 22%

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

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

Actual

55.2 points below level three

Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See ELPAC outcome in Goals and Actions section, Goal 1

0%

100%

effective

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

1.1 All teachers have engaged in professional development in state academic content and performance standards with a focus on English Language Arts, including English Language Development, and Math. Teachers report a deeper understanding of the content and instructional methods to help all students and subgroups. The professional development was conducted by the Tulare County Office of Education and by the Superintendent/Principal.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$ 2,500
LCFF S/C
travel/conference

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.2 This action has been incorporated into action 1.1 to assure that professional development is focussed on deepening instruction in state standards. Professional developments plans, both schoolwide and individualized, have been developed. Tiered professional development with a focus on ELD continues to be a high priority.

\$ 3,000
LCFF S/C
travel conference

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.3 As a result of evaluation of current resources and district needs assessment, administration and teachers purchased core and supplemental materials for differentiating and adapting instruction based on student needs. Stakeholders view this as an important factor in the substantial increase in mathematics achievement.

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

\$ 4,800
LCFF S/C
materials and supplies

Action 4

Planned Actions/Services

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

Actual Actions/Services

1.4: New teachers participated in and benefited greatly from the teacher support programs at TCOE. Teachers report that this is valuable training with immediate classroom benefits for students. Three teachers completed the program this year.

Budgeted Expenditures

\$ 8,244
LCFF S/C
contracted services

Estimated Actual Expenditures

\$10,600
LCFF S/C
contracted services

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.5 Teachers provided tutoring based on identified student needs in an extended setting after school. Teachers and parents report this tutoring has had a positive and direct impact on increasing student skills and knowledge.

\$ 30,921
LCFF S/C
salaries and benefits

\$ 22,000
LCFF S/C
salaries and benefits

Action 6

Planned Actions/Services

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

Actual Actions/Services

1.6 The contract with TCOE for specialized services continues to respond to the special needs of students who need these services and has had a positive impact in the classroom. This subgroup has significant needs in terms of personal and academic growth which require specialized support.

Budgeted Expenditures

no additional costs

Estimated Actual Expenditures

no additional costs

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.7 The Board continues to broaden understanding of policies and procedures concerning implementation of state standards. Formal calendars and procedures, however, remain under consideration as the state system continues to change.

no additional costs

no additional costs

Action 8

Planned Actions/Services

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

Actual Actions/Services

1.8 In the professional learning community work, teachers and administration continue to examine student work and results in order to deepen ELD and access to the broad courses of study by our English Learners. Results of state testing indicate that these efforts have been especially helpful in mathematics achievement.

Budgeted Expenditures

no additional costs

Estimated Actual Expenditures

no additional costs

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.9 Teachers have served in leadership and stipend positions and have been responsible for completing tasks that are critical to the implementation of key strategies and management of programs for student benefit. This also builds capacity in teachers as leaders on campus.

\$ 19,101
LCFF S/C
salaries and benefits

\$ 19,245
LCFF S/C
salaries and benefits

Action 10

Planned Actions/Services

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

Actual Actions/Services

1.10 Teachers completed three (3) additional days in staff development in state standards content and delivery, training for new curriculum, and English Language Development. Parents and teachers overwhelmingly support this strategy for professional development to preserve classroom time.

Budgeted Expenditures

\$ 15,409
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$ 16,102
LCFF S/C
salaries and benefits

Action 11

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

\$ 20,853
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$ 19,399
LCFF S/C
salaries and benefits

Action 12

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

no additional costs

Estimated Actual Expenditures

no additional costs

Analysis

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

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

Upon adoption and approval of the three-year 2017-2020 LCAP, the previous superintendent and staff created a workplan for implementation, monitoring and evaluation. Part of the implementation plan included setting up a calendar for professional development and providing information to teachers about opportunities to expand and enhance professional knowledge and skills. Another aspect of implementing this goal was identifying teacher leaders to assume leadership roles in such things as state testing and student leadership building. Contracts were established with providers and local mentors recruited and trained to support new teachers. The second year, 2017-18, was a year of planned transition in district administration as well as adjusting to a change in the business office staff. During that second year these changes did not have significant impact on implementation, however, some actions/services were not implemented as planned. As a result of comprehensive needs assessment completed by new administration in 2018-19, the district prioritized LCAP actions and services based on a renewed understanding of student needs and district resources, resulting in some actions and services not being implemented as planned three years ago.

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

Five research-based strategies have been deployed to achieve the goal that all students at Hope School will actively engage in and be successful in a broad course of study and that achievement gaps will be closed. These are tiered professional development for teachers, instructional leadership and support, standards-aligned materials for differentiation, extended learning time, and academic intervention and support for students. Preliminary evaluation of the three-year plan indicates that these strategies, thoughtfully deployed in actions and services, are having a positive impact on student access to and success in the broad course of study. Teachers are deepening their understanding of student needs and using training and materials acquired through LCAP actions and services to differentiate instruction bridge curriculum for English Learners and students with special needs. Teachers and parents continue to report that experiential learning actions and incentives and awards for positive student performance continue to have a direct and positive impact on student achievement. Building local teacher leaders is a very important activity not only for professional development of teachers but for coordination of curriculum and instruction. Finally, the district's investment in support for new teachers is critical and having a positive impact. Adding three non-student days to the calendar for professional development had a very positive impact on professional development and

enabled teachers and students to have consistency in the classroom through saving lost instructional time from teacher absences for professional development. Actions related to intervention and support for student academic and personal growth are having immediate and positive impact. The district has determined that continued professional development is needed for sustained implementation of state standards. ELD professional development is a very high priority given our large and growing EL population. This training, tiered for teachers who have completed Phase I, will be provided by the Tulare County Office of Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Materials differences

Action 1.2: Professional development this year focussed on schoolwide strategies and schoolwide participation. The intent of this action is to implement individual professional development plans. These have been developed and will be implemented starting next year.

Action 1.5: material difference is due to changes in need and availability from year-to-year.

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

Action 1.6 has been eliminated for next year based on the district's comprehensive needs analysis and Board priorities. Next year the district will be continuing to focus on tiered professional development, especially in English Language Development and differentiated instruction based on teacher recommendations and district needs assessment. Parents place a high priority on after-school extended time and project-based learning and these will be enhanced next year.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 8

Local Priorities:

Annual Measurable Outcomes

Expected

availability to students of necessary technology to achieve CCSS expectations [L]: 90%

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

number and percentage of grade levels/courses where CCSS identified digital skills are being taught to students
[L] Local "other student outcomes" metric for state Priority Eight: 80%

Actual

90%

100%

90%

Expected

Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]: 80%

Actual

80%

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.2 Teachers have not participated in technology workshops at ERS. Needs assessment confirms that teacher technology skills are at an acceptable level.

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

\$0

Action 3

Planned Actions/Services

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

Actual Actions/Services

2.3 Not completed. This is a duplicate of an action in goal 3 where parent workshops and training are provided. Teacher training is provided during pre-school training days.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.4 Not completed. Staff determined that a technology committee is not needed. The technology lead provides support and coordination in this area.

no additional costs

no additional costs

Action 5

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

\$ 92,913
LCFF S/C
materials and supplies

Estimated Actual Expenditures

\$ 36,000
LCFF S/C
materials and supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.6 IT contract is maintained for support for infrastructure needs and setup of Chromebooks. As technology use is nearing 1:1, on-site support is critical needed to assure that teachers and students have access when they need it and technology is a seamless part of daily instruction.

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

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

Action 7

Planned Actions/Services

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

Actual Actions/Services

2.7 Access has been upgraded for every classroom resulting in the daily use of technology assets as a valuable learning tool with students able to use online sources.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$ 18,000
LCFF S/C
other operating expense

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

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

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

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.9 Completed purchase of technology charging carts equipped with 30 ChromeBooks to achieve nearly a 1:1 ratio.

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

\$ 6,262
LCFF S/C
equipment and supplies

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.10 This action was discontinued due to change in priorities for student competitions and exhibitions.

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

\$0

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

Analysis

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

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

Upon adoption and approval of the three-year 2017-2020 LCAP, the superintendent and staff created a workplan for implementation, monitoring and evaluation. In goal 2, this involved short-term and long-term planning for connectivity, curriculum and instruction in the technology embedded in the state standards, professional development, access to the tools and applications needed by staff, teachers, and students, and maintenance of the technology. The most successful aspect of implementation has been in acquisition of the tools, connectivity, and maintenance. Yet to be fully implemented as of the second year of the plan is long-term planning for instruction in the technology embedded in the state standards. These include technology training for teachers and parents as well as training on Internet bullying and other aspects of appropriate use. These are very important. During the 2018-19 year, new district administration included technology as part of a district-wide root cause analysis needs assessment. Technology remains a key strategy in the district's continuous improvement process.

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

Overall, local evaluation (classroom observations, teacher lesson plans, teacher and parent surveys, review of student work) and stakeholder input from parents, teachers, and students confirm that the infusion of technology at Hope School continues to have positive impact in the classroom. Teacher and student technology skills are increasing, especially in the digital skills necessary to access the state assessments and digital knowledge and skills embedded in state standards. The on-site teacher technology lead is working with staff to assure that technology assets are fully and effectively utilized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are multiple actions which have material differences. Overall, this is due to the need to have on-site maintenance for on-demand access and the need to upgrade all classroom access points.

Action 2.5: material difference due to year-to-year changing needs

Action 2.6: material difference due to the need for full-time on-site technical support rather than planned part-time support

Action 2.7: material change due to the emergency need to upgrade online access in every classroom to assure that all teachers and students had on-demand access at all times

Action 2.9: material difference due to shift from purchase of assets to repair and replace mode

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.

Based on recommendations of teachers, administration and parents, the following actions have been deleted for the 2019-20 year:

Action 2.1 and 2.2: after comprehensive needs assessment, it has been determined that teacher and student digital skills are at an acceptable level.

Limited time is available for professional development and this additional training is not needed.

Action 2.3: this action deleted because it is a duplication of an action in goal 3

Action 2.4: Teachers and administration determined that a technology committee is not needed. The teacher technology need is providing support and planning

Action 2.10: This action deleted based on teacher and parent surveys recommendation.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

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

participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]: 40%

Actual

8 opportunities

35%

Expected**Actual**

parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]: 30%

35%

participation in co-curricular and extracurricular activities schoolwide and subgroups [L]: 70%

80%

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

0%

attendance rate schoolwide and subgroups [R]: 96.5%

96.5%

chronic absenteeism rate schoolwide and subgroups [R]: 3.5%

7.9%

suspension rate schoolwide and subgroups [R]: 1.4%

1.2%

expulsion rate schoolwide and subgroups [R]: 0%

0%

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

3.1 Work has begun on the outdoor science lab and improvements continue to be made to upgrade outdoor physical education area. Materials were added to the mobile Science cart for classroom learning activities. Additionally, the outdoor science lab continues to be expanded. Parents continue to be overwhelmingly impressed with the progress of the campus and report satisfaction at the concept of students getting to plant a variety of vegetation and be responsible for its maintenance.

Budgeted Expenditures

\$ 10,000
LCFF S/C
materials and supplies

Estimated Actual Expenditures

\$ 10,000
LCFF S/C
materials and supplies

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.2 District continues to maintain a contract with Aeries and conducted one full day training for teachers on how to use the system for grade maintenance and reporting. Teachers continue to utilize this resource.

\$ 4,500
LCFF S/C
other operating expense

\$ 6,100
LCFF S/C
other operating expense

Action 3

Planned Actions/Services

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

Actual Actions/Services

3.3 The district contracted with a consultant who upgraded the website and is in the process of training teachers and parents in the interactive aspects of the website. Parents report satisfaction with the improvement to home/school communication.

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.4: In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, use LCFF supplemental funds to reduce class size in grades K3 by an additional 2 students (Hope School ratio is 20:1) per class below what current state funding allows and closely monitoring all out-of-district attendance requests.

3.4 The district continues to monitor all outofdistrict attendance requests and all are directed to the Board of Trustees for action. The current ratio for TK3rd grade is 20.5:1, which is below what current state funding allows. Teachers and parents report that maintaining small class size at the primary level is essential for students academic success.

\$ 150,614
LCFF S/C
salaries and benefits

\$ 150,614
LCFF S/C
salaries and benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.5 The district maintains a contract with the CHOICES program for after school services to students, including learning support and social/recreational activities. The district maintains a contract with the CHOICES program for after school services to students, including learning support and social/recreational activities. The homework assistance and supplemental activities play an important role in improving student academic performance and building positive connections to schooling.

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

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

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.6 Action partially met. Students participate in the Tulare County Spelling Bee and the Tulare County Office of Education art exhibit. Additionally, students participate in an oncampus spelling bee, art show, and Poetry and Prose. The district will continue to identify additional county wide events that students can participate in to enhance and celebrate their academic achievement..

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

\$ 300
LCFF S/C
other operating expense

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.7 Teachers maintain weekly newsletters and classroom notes to keep stakeholders informed of current campus events. Parents receive information about CCSS through progress reports and at Backto-School Night and Open House. The new website is becoming a valuable resource for parents to get information about the school and the parent portal now under development will greatly increase and improve communication.

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

\$ 0
LCFF S/C
other operating expense

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.8 Staff and parents have had training on on safety issues such as bullying, internet safety, etc. The district is in the process of completing a comprehensive needs assessment.

\$ 7,500
LCFF S/C
other operating expense

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

Action 9

Planned Actions/Services

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

Actual Actions/Services

3.9 This action has not been completed. The district is using other means to communicate with parents about applications and lessons being used in the classroom such as parent/teacher conferences, the website and teacher newsletters.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$0
LCFF S/C
other operating expense

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.10 This action was implemented on-site as a pre-school opening activity. Teachers reported that it was a very positive experience and greatly improved communication and the professional climate on campus.

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

\$ 800
LCFF S/C
other operating expense

Action 11

Planned Actions/Services

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

Actual Actions/Services

3.11 This action was not implemented as planned based on parent and staff consultation and advice that it is not the preferred choice at this time. Character Counts!, a program with standing and wide support in Tulare County is being successfully implemented at Hope School.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$0
LCFF S/C
other operating costs

Action 12

Planned Actions/Services

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

Actual Actions/Services

3.12 The district has utilized available space to create science and experiential learning stations, such as the creation of an outdoor garden behind portable buildings. Additionally, the use of a mobile Science cart allows for the regular classroom to be easily converted into a Science lab classroom. With the use of mobile Chromebook carts, more students have access to the use of technology in their own classroom setting. Teachers and parents continue to recommend improvements to all learning spaces, such as the outdoor sports areas and playgrounds not only for improving the learning environment, but for the safety of students.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$ 22,404
LCFF S/C
other operating expense

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 14

Planned Actions/Services

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

Actual Actions/Services

3.14 In addition to the end-of-year awards ceremonies, classroom and schoolwide rewards and awards have been implemented.

Budgeted Expenditures

\$ 500
LCFF S/C
other operating expense

Estimated Actual Expenditures

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

Action 15

Planned Actions/Services

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

Actual Actions/Services

3.15 Not implemented as originally planned. The district is using alternative means to provide information and training for parents such as teacher/parent conferences, newsletters and website. Teacher and parent consultation advise that training such as Literacy Night has been very successful in other local districts and should be implemented next year.

Budgeted Expenditures

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

Estimated Actual Expenditures

\$ 0
LCFF S/C
other operating expense

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

Analysis

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

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

Upon adoption and approval of the three-year LCAP, the previous superintendent and staff created a workplan for implementation, monitoring and evaluation. During that first year of the LCAP, the district was in the process of changing district administration. Key actions in this goal, such as classroom space, were contracted for. There were, however, multiple actions/services not implemented in 2017-18. During the second year (2018-19) the new superintendent and staff conducted a district-wide root cause needs assessment. Actions (such as the district website and home/school communication) which had not been implemented during the first year were evaluated and taken up and implemented during 2018-19 resulting in much improvement. Parents have been very influential in the district's LCAP and their involvement and support in developing strategies for school climate and student engagement has been critical in this goal.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occurred in

Action 3.2: the district contracted with a specialist to upgrade the Aries system and provide training resulting in increased cost.

Action 3.6: student participation in events has increased while the cost of participation has been less than anticipated.

Action 3.7: there were no costs incurred on this action this year

Action 3.9: costs for this training were less than anticipated; other training, such as active shooter training, is planned for the future

Action 3.10: This action was completed in an on-site setting rather than the off-site retreat originally planned

Action 3.12: This program (Capturing Kids Hearts) was conceived by previous administration. Stakeholders have recommended that the district not adopt this program.

Action 3.13: The costs of rewards and incentives varies from year to year

Action 3.14: The district is in the process of developing this training and is using alternative methods to train parents.

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.

Changes to actions and services in this goal have been made based on the district's priorities under new administration, significant parent input, and results of the district's root cause needs assessment.

Action 3.11 has been deleted based on parent and teacher consultation and findings that this program, though successful in other districts, is not the choice for Hope Elementary at this time. Budget adjustments to account for actual expenditures and increased costs have been made in all actions and services.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

SSC/DELAC - On January 23, 2019 and April 9, 2019 the LCAP was presented. The committee reviewed the current LCAP and provided input for the plan moving forward.

Staff - Mrs. Matta met with all staff members, certificated and classified, on April 16, 2019 to present the LCAP and review what has been accomplished and what has yet to be accomplished. After the goals and expenditures were reviewed, staff provided feedback and input on the direction that we need to take now that new leadership has been established this year.

Parents - Because it is difficult to get a majority of parents to fill out a survey or come to a meeting, district administration approached the majority of parents that showed up for Open House Night on May 9, 2019. This gave for better input on parents who don't normally come to meetings or fill out surveys. Mrs. Matta asked parents questions such as: How is the school year going so far? Are there any concerns you have? What would you like to see us do that we currently aren't doing? How can we improve? Parent responses varied but included: increase parent learning opportunities, tutoring for students, increase the amount of tutors in the after school program to accommodate all the students on the waiting list, new website and facebook page allows for better access to information about what is going on at school, parents like the increased opportunities to participate in TCOE events, bring back the play again for next year, campus is always clean and safe.

Students - Administration with with the Student Council on April 29, 2019 to receive input on how they felt the school year went and what we could do to improve our educational system next year. Input from the students were noted.

Board - There was a standing agenda item on the agenda every month to discuss progress toward the goals as well as budget expenditures.

Impact on LCAP and Annual Update

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

1. Parents continued to stress the need for after school care and technology being 1:1. Through their feedback, we will complete the 1:1 technology ratio and add in budget to maintain and repair our technology. We will also be able to add our own after school care in addition to the two provided to us through our partnership with TCOE and the CHOICES after school program.
2. The instructional staff indicated in their meeting a need for more training in order to better serve English Learners and teach reading in small groups. The district will support this by adding additional funding to the professional development funding line.
3. Parents, instructional staff, and administration all recognized a need to increase funding for the Special Education department so that we can increase the service days from 2 to 3 days a week. This has been addressed in the upcoming year.
4. Students expressed that they would like to continue to do more TCOE events such as Poetry and Prose, the acting production, Spelling Bee, Cyberquest, etc. That was addressed this year and will continue to be a priority for our students.
5. Administration recognizes the need for before-school or after-school tutoring. Administration will set up parameters to identify students and work with teachers to come up with a pre and post assessment to gauge the learning and effectiveness of the tutoring.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Most recently adopted textbooks rate [R] (state priority 1) amended to standards-aligned instructional materials rate (2019-20)

100%

100%

100%

100%

Overall facility rating [R] (state priority 1) amended to all facilities are maintained and in good repair (2019-20)

good

good

good

good

students lacking own copy of textbook rate [R] (state priority 1)

0%

0%

0%

0%

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
implementation of Physical Education Model Content Standards [R] (state priority 2 and 7)	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability	5= full implementation and sustainability
implementation of Visual and Performing Arts Standards [R] (state priority 2 and 7)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
implementation of Next Generation Science Standards [R] (state priority 2 and 7)	1= exploration and research	1=exploration and research	2= initial implementation	4= full implementation
implementation of History Social Science Content Standards [R] (state priority 2 and 7)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP ELA distance from three [R]	55 points below level three	45 points below level three	35 points below level three	25 points below level three
White CAASPP ELA distance from level three [R]	40.8 points below level three	45 points below level three	35 points below level three	25 points below level three
Hispanic CAASPP ELA distance from level three [R]	66.3 points below level three	45 points below level three	35 below level three	25 below level three
Low Income CAASPP ELA distance from level three [R]	71.9 points below level three	45 points below level three	35 points below level three	25 points below level three
English learner CAASPP ELA distance from level three [R]	98.3 points below level three	45 points below level three	35 points below level three	25 points below level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP Math distance from level three [R]	92.1 points below level three	80 points below level three	70 points below level three	40.4 points below level three
White CAASPP Math distance from level three [R]	83.7 points below level three	80 points below level three	70 points below level three	31.1 points below level three
Hispanic CAASPP Math distance from level three [R]	95.9 points below level three	80 points below level three	70 points below level three	44.1 points below level three
Disadvantaged CAASPP Math distance from level three [R]	100.1 points below level three	80 points below level three	70 points below level three	42.7 points below level three
English Learner CAASPP Math distance from level three [R]	112.9 points below level three	80 points below level three	70 points below level three	45.2 points below level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner progress toward English proficiency	66%	68%	70%	Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See outcome 30
English learner redesignation rate	18%	20%	22%	10%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R] (state priority 7)	100%	100%	100%	100%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

effective

effective

effective

effective

implementation of state Model Library Standards (R)

full implementation

N/A

N/A

full implementation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level	Well Developed – 42.5% Moderately Developed – 32.2% Somewhat Developed – 16.1% Beginning Stage – 9.2% Baseline 2017-2018 ELPAC cohort Percentage of students progressing at least one growth level in this cohort– No comparable information available to date	N/A	N/A	Well Developed – 52.2% Moderately Developed – 30.6% Somewhat Developed – 16.3% Beginning Stage – 0.9% Baseline 2017-2018 ELPAC cohort Percentage of students progressing at least one growth level in this cohort– No comparable information available to date

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #2

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

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

OR

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

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units

1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units

1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units

and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

and core and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

and supplemental materials for differentiating and adapting instruction depending upon student academic needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 6,000	\$ 6,000	\$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

budget is modified

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 8,158	\$ 8,244	\$ 10,600
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted servies	contracted services

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

budget is modified

2019-20 Actions/Services

1.5: Continue to provide resources for teachers to tutor students needing academic support in an extended learning setting

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 29,974	\$ 30,921	\$ 23,073
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #6

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

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

1.6: Due to increased need of services for special needs students, provide excess costs of contract for intervention services with TCOE for specialized services: Special Education teacher, school psychologist, hearing intervention, and speech therapist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no additional costs	no additional costs	\$15,000
Source	LCFF Base	LCFF Base	LCFF S/C
Budget Reference	contracted services	contracted services	contracted services

Action #7

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

51210 and 51220

51210 and 51220

51210 and 51220

Budgeted Expenditures

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

Action #8

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

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

OR

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

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

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

budget is modified

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 18,801	\$ 19,101	\$ 19,245
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

1.10: Maintain three non-student attendance days to the school calendar in order to deepen and implement professional development for teachers and staff while maintaining critical classroom processes for

2018-19 Actions/Services

budget is modified

2019-20 Actions/Services

1.9: Maintain three non-student attendance days to the school calendar in order to deepen and implement professional development for teachers and staff while maintaining critical classroom processes for

students and reducing lost instruction by having a substitute teacher while the teacher of record is in professional development.

students and reducing lost instruction by having a substitute teacher while the teacher of record is in professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 14,745	\$ 15,409	\$ 18,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 17,594	\$ 20,853	\$ 24,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference

salary and benefits

salary and benefits

salary and benefits

Action #11

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

1.12 Provide a research-based service program of support for students' academic and personal growth through schoolwide Title I program of support and intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 35,730
Source	N/A	N/A	Title I Part A
Budget Reference	N/A	N/A	salaries and benefits

Action #13

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

1.13 Per ESSA provisions of transferability, transfer Title II funds to Title I

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 3864
Source	N/A	N/A	Title II Part A
Budget Reference	N/A	N/A	salaries and benefits instructional materials contracted services

Action #14

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

1.14 Through the Tulare County office of Education Title III Consortium, provide an evidenced-based program of support and intervention for English Learners to assure they attain proficiency in academic English language and success in the broad course of study. Transfer Title III (\$7,528) to the Consortium.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 0
Source	N/A	N/A	Title II Part A
Budget Reference	N/A	N/A	0

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 8

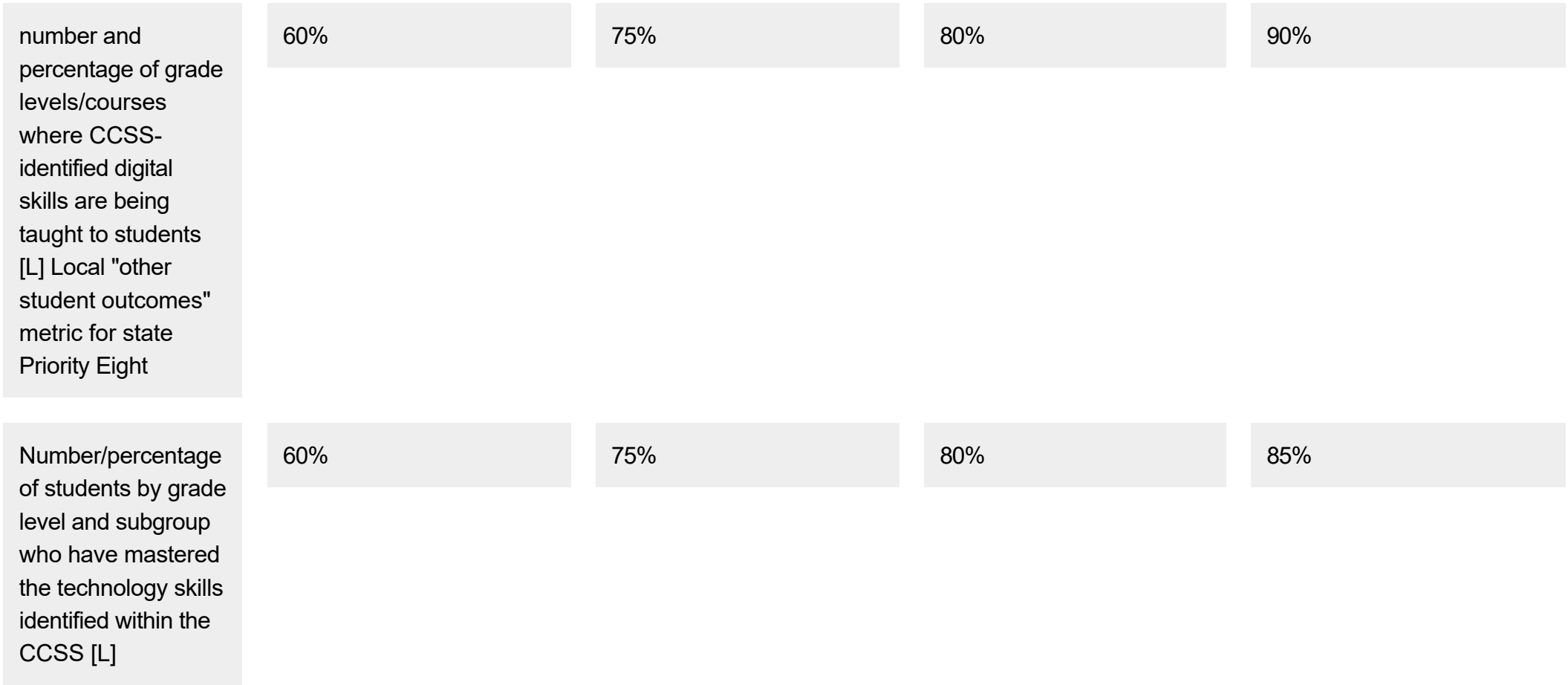
Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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



Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

budget is modified

2.1: Maintain budget for purchase of applications and materials for differentiation and adptation of instruction to the academic needs of all students and of subgroups of students to assure that all students have access to standards-based textbooks and instructional materials.

adoption and other adoptions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 74,497	\$ 92,913	\$ 50,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #2

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

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

OR

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

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

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2. 2: Continue and expand IT contract for maintenance and support for classroom technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 2,500	\$ 2,500	\$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

2.3: Expand and maintain classroom technology set-ups and infrastructure to assure continuity and on-demand access for all teachers and students

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 3,500	\$ 3,500	\$35,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

2.5: Purchase as needed, repair and replace technology charging and storage carts and computers as needed to maintain 1:1 ratio.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 25,000	\$ 25,000	\$15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	equipment and supplies	equipment and supplies	equipment and supplies

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	2.6 Provide technology services of support and intervention to assure that all students achieve a we;; rounded education supported by required technology skills

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 4711
Source	N/A	N/A	Title IV Part A
Budget Reference	N/A	N/A	contracted services

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	6 opportunities	8 opportunities	8 opportunities	9 opportunities
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	25%	35%	40%	45%

<p>parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]</p>	15%	25%	30%	35%
<p>participation in co-curricular and extracurricular activities schoolwide and subgroups [L]</p>	60%	65%	70%	75%
<p>attendance rate schoolwide and subgroups [R]</p>	96%	96.28%	96.5%	97%
<p>schoolwide chronic absenteeism rate [R]</p>	4%	3.75%	3.5%	3%

suspension rate schoolwide and subgroups [R]	1.6%	1.5%	1,4%	0%
expulsion rate schoolwide and subgroups [R]	0%	0%	0%	0%
White chronic absenteeism rate	10.9%	N/A	N/A	3%
Hispanic chronic absenteeism rate	5.7%	N/A	N/A	3%
Disadvantaged chronic absenteeism rate	8.5%	N/A	N/A	3%
English Learner chronic absenteeism rate	1.3%	N/A	N/A	1%

White suspension rate	3.3%	N/A	N/A	0%
Hispanic chronic absenteeism rate	0%	N/A	N/A	0%
Disadvantaged chronic absenteeism rate	1.5%	N/A	N/A	0%
English Learner chronic absenteeism rate	0%	N/A	N/A	0%

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

budget is modified

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 10,000	\$ 10,000	\$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	capital outlay	materials and supplies	materials and supplies

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

budget is modified

3.2: Aeries school data system: maintenance, contract, and expanded training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,700	\$ 4,500	\$ 6,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

3.3: The District will improve and expand the use of at he district website, including teacher website and other interactive technologies to provide school to parent linkages and enhance school-to-home communication

Budgeted Expenditures

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

Amount	\$ 5,000	\$ 5,000	\$ 2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

budget is modified

Modified

2019-20 Actions/Services

3.4: In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, maintain small class sizes in Grade K to 3 by adhering to or reducing the state formula for teacher to student ratio and closely monitoring all out-of-district attendance requests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 136,214	\$ 150,614	\$ 195,504
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

#3. 7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about state standards and other learning activities and opportunities in order

increase involvement of parents of unduplicated count students.

increase involvement of parents of unduplicated count students.

to increase involvement of parents of unduplicated count students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,000	\$ 1,000	no additional costs
Source	LCFF S/C	LCFF S/C	LCFF base
Budget Reference	other operating expense	other operating expense	other operating expense

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Budget Reference

other operating expense

other operating expense

other operating expense

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$ 3,500

\$ 3,500

\$ 3,500

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 20,000	\$ 20,000	\$ 22,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #12

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

engaged learning experience, building a sense of community and improving the culture of the campus.

engaged learning experience, building a sense of community and improving the culture of the campus.

engaged learning experience, building a sense of community and improving the culture of the campus.

Budgeted Expenditures

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

Action #13

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

3.13: Provide awards and incentives to promote academic achievement and support for student personal and academic growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 2,500	\$ 2,500	\$ 4,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	other operating expense	other operating expense	other operating expense

Action #14

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #15

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

		New
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	1.13 Per ESSA provisions of transferability, transfer Title II funds to Title I
-----	-----	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 10,000
Source	N/A	N/A	Title IV
Budget Reference	N/A	N/A	contracted services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 433,183

Percentage to Increase or Improve Services

24.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$ 477,063

Percentage to Increase or Improve Services

25.31%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

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

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

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 528,922

Percentage to Increase or Improve Services

27.76%

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).

The supplemental and concentration grant funds continue to allow Hope Elementary School to make significant improvements in curriculum and instruction in excess of the required 27.76%. These improvements have addressed all eight state priorities with new and improved programs addressing:

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

The 2019-20 LCAP year (the third year of the three year plan approved and adopted last year) continues and strengthens the actions and services added to Hope Elementary School to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers. Especially important and critical are teacher training in newly adopted core texts and supplemental materials for our English learners to empower them in academic English and assure access to the broad curriculum as well as experiential learning that adds meaning to classroom learning like outdoor science labs and co-curricular field trips. Professional development will be enhanced by continuing to use supplemental and concentration grant funds to extend the number of teacher workdays exclusively for training in these critical areas, assuring that classroom instruction will not be interrupted by teacher absence for training. Since Hope is a small school with 76% disadvantaged students and 28% English learners, actions/services funded by LCFF S/C will be principally directed toward unduplicated count students, but deployed schoolwide.