

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Smythe Academy of Arts and Sciences

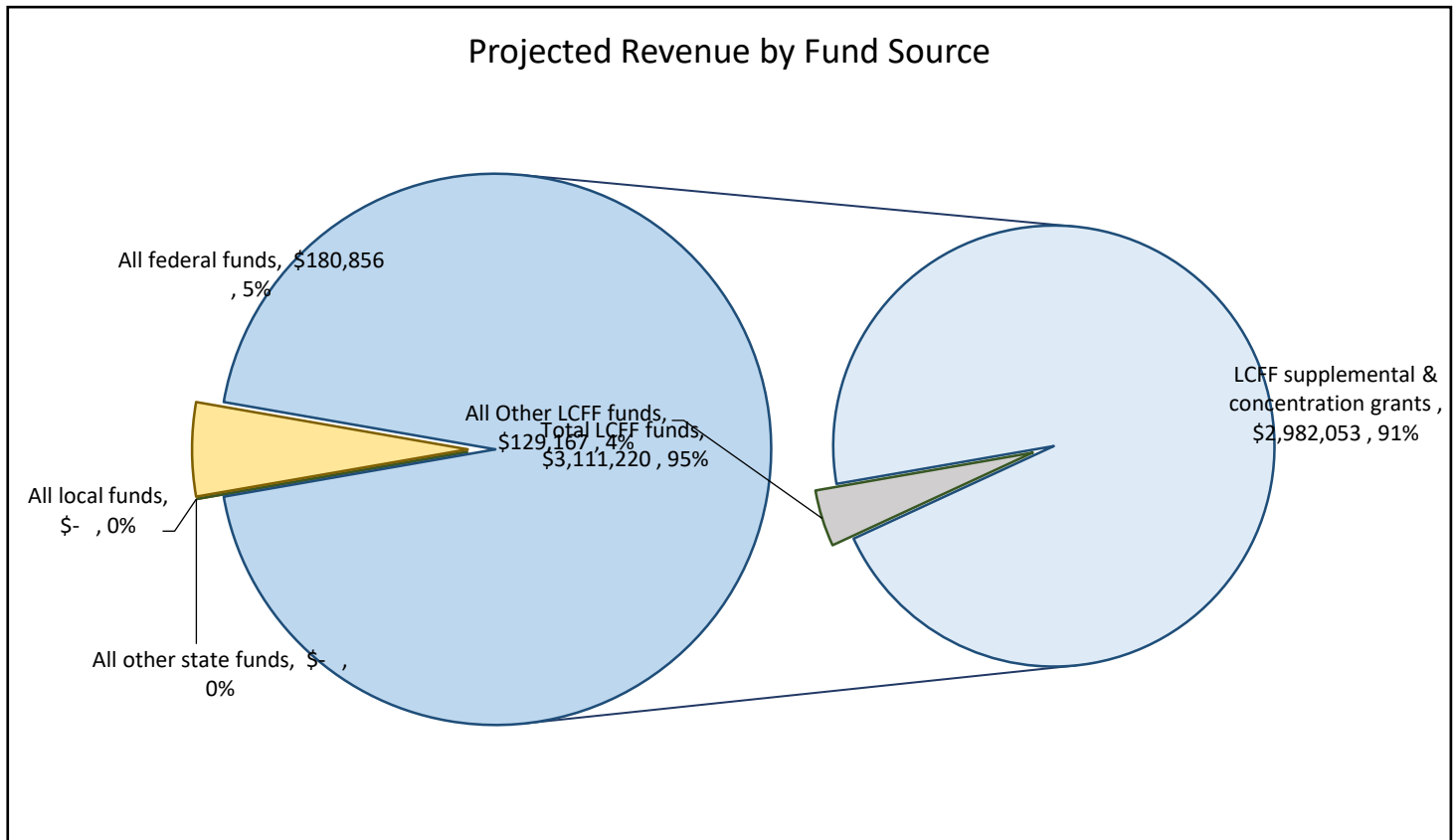
CDS Code: 34765056033336

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Kenneth Dandurand or Melissa Jewell; 916-566-2740 or 916-566-3430; kenneth.dandurand@smytheacademy.org

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 2019-2020 LCAP Year

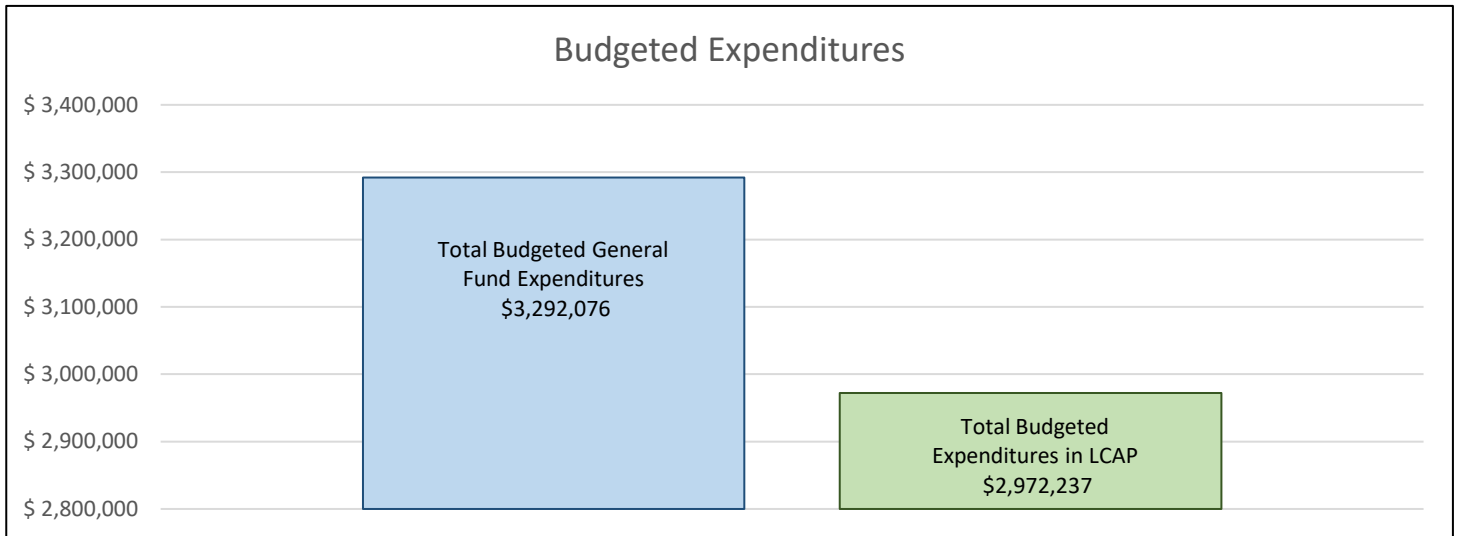


This chart shows the total general purpose revenue Smythe Academy of Arts and Sciences expects to receive in the coming year from all sources.

The total revenue projected for Smythe Academy of Arts and Sciences is \$3,292,076.00, of which \$3,111,220.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$180,856.00 is federal funds. Of the \$3,111,220.00 in LCFF Funds, \$2,982,053.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Smythe Academy of Arts and Sciences plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Smythe Academy of Arts and Sciences plans to spend \$3,292,076.00 for the 2019-2020 school year. Of that amount, \$2,972,237.00 is tied to actions/services in the LCAP and \$319,839.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

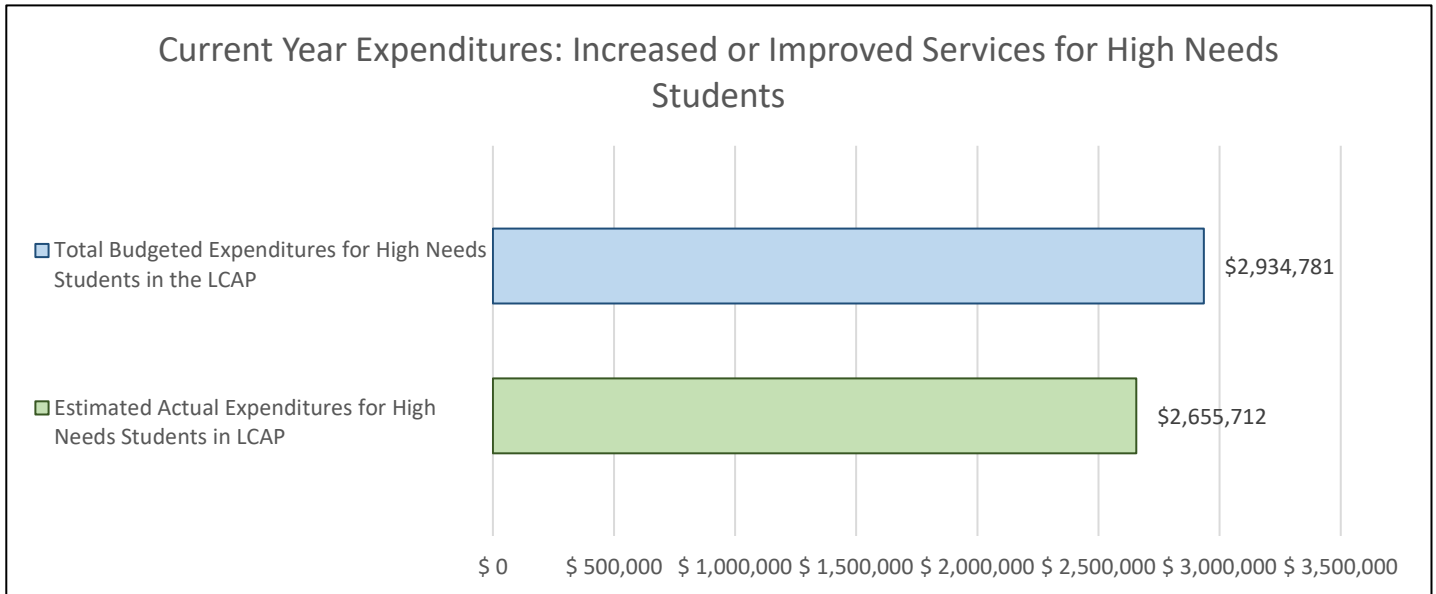
The budgets of the dependent charters of Twin Rivers Unified School District (TRUSD) are within the TRUSD General Fund budget. Base costs (teachers, office staff, paraeducators, special education, utilities, business overhead, etc.) for the dependent charters are not always separately identified. The base costs are included in TRUSD's LCAP. Additionally, Title 1 and most of the site based allocation are not included in Smythe's LCAP.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Smythe Academy of Arts and Sciences is projecting it will receive \$2,982,053.00 based on the enrollment of foster youth, English learner, and low-income students. Smythe Academy of Arts and Sciences 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, Smythe Academy of Arts and Sciences plans to spend \$2,939,737.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



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

In 2018-2019, Smythe Academy of Arts and Sciences's LCAP budgeted \$2,934,781.00 for planned actions to increase or improve services for high needs students. Smythe Academy of Arts and Sciences estimates that it will actually spend \$2,655,712.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$279,069.00 had the following impact on Smythe Academy of Arts and Sciences's ability to increase or improve services for high needs students:

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Smythe Academy of Arts and Sciences	Ken Dandurand; Principal PK-6, and Melissa Jewell; Principal 7-8	Kenneth.dandurand@twinriversusd.org ; 916-566-2740. Melissa.jewell@twinriversusd.org ; 916-566-3430

2019-2020 Plan Summary

The Story

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

Smythe Academy of Arts and Sciences is a dependent Charter school located within the Twin Rivers Unified School District that serves approximately 1,150 students at two separate school sites. The elementary school (ES) site has TK-6th grade students, and the middle school (MS) site has grades 7 & 8. Current demographics show that Smythe Academy of Arts and Sciences student body is diverse:

69% Hispanic/Latino

9% Black or African American

6% Caucasian

6.1% Two or more races

6% Asian

0.6% American Indian or Alaskan Native

In our student body we have:

92% of our students who are Low Income

90.4% of our students who are FRLM

28% of our students who are English Learners

12% of our students who are students with disabilities

.06% of our students who are Foster youth (unduplicated)

Smythe Academy has many points of pride:

At the Elementary School (ES) site we have a strong program of parent involvement including multiple family events such as science, reading and art evening events for families. In addition, we offer several classes and trainings for adult learning and to support the school's instructional program. Students have access to a growing variety of enrichment opportunities during and outside of the school day. In 2019-20 we will have a 1:1 student to device ratio and finally, we are proud of the comprehensive support system and have worked hard to identify and provide interventions to students in need.

The middle school (MS) campus prides itself on focusing upon teaching our youth how to become better citizens of our community. All eighth grade students are required to fulfill their Community Service Project (CSP). The CSP requires eighth grade students to volunteer a minimum of 15 hours within their communities. In

addition, the MS focuses upon charity work, and raises funds and awareness for worthwhile organizations such as Autism, SPCA of Sacramento, and March of Dimes. Each student while enrolled at MS will visit a minimum of two college campuses, giving them the opportunity to see, feel, and understand the college community. The MS offers advanced honors courses in all core subjects, and an honors 7th grade accelerated math and history. In addition, the MS prides itself upon the rigorous elective courses offered, such as MESA, STEAM, and AVID. We also work to ensure that our students have a clear pathway to their next TRUSD high school by offering electives such as Sports management, AVID, Environmental Science, and media to reflect the courses available there.

LCAP Highlights

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

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

Smythe Academy K8's estimated Supplemental and Concentration grant funding, which is calculated on the basis of the number and concentration of low income, foster youth, and English Learner pupils, is \$2,844,508. Smythe's unduplicated counted is projected at 93.07%. There are specific services related to low income students, foster youth and English Learners, however, because Smythe has such a high percentage of unduplicated students, many of the services described will affect all students. Smythe is expending their funds based upon clear goals as established in the LCAP process.

Our LCAP features the following goals and actions/services to improve student achievement.

The LCAP goals for Smythe Academy of Arts and Sciences K8 are:

1. Improve academic performance and eliminate achievement gaps.
2. Provide engagement and enrichment opportunities in the arts, sciences, and technology to ensure students are and college and career ready.
3. Provide support, services and training's for our parents and families.
4. Ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture!

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

Based on the LCFF Evaluation Rubrics, the greatest progress has been for our English Learners who are in the Blue (highest) performance band, with a 24.4% increase. Within English/Language Arts our white and Pacific Islander students have increased 8.7% and 9.5% respectively. Within math, our English Learners, Asian, and Hispanic students increased 6.1%, 8.1%, and 23.4%. Regarding the Suspension Rate indicator, Smythe

decreased by .04% down to 9.1%. Suspension rate with significant declines in the following student groups: Students with Disabilities and African American.

Further areas of Greatest Progress at each site include:

Elementary School (ES):

CAASPP scores: Preliminary CAASPP scores in ELA show a 3% decrease in ELA and an 4% decrease in math in the percentage of students meeting or exceeding the standard as compared to 2018-19 levels.

WIN Time: We refined our daily language arts differentiation time called WIN (What I need) to specifically address raising the F & P reading scores in K 3 and overall ELA achievement K 6. This was a significant initiative that required unprecedented levels of faculty collaboration. We are just beginning to analyze end of year data to determine successes but there is consensus that the 3rd year of implementation was successful and created a strong foundation on which to improve.

Systems of Support: Smythe has worked for 5 years to develop a comprehensive system of supports and interventions to ensure that students do not fall through the cracks and that students get the help they need. We realize that the accountability ultimately comes down to improving academic achievement. However, anecdotal and qualitative data from staff and the community tells us that students overwhelmingly get extra academic and behavioral support that helps them to be more successful.

Volunteerism: We request that each family volunteer for 30 hours per year. For the last two years we have worked to improve our volunteer outreach and documentation procedures. In 2015-16, 18 out of 550 families or 3% of our families completed/successfully documented their 30 volunteer hours. In 2016-17, the number was 65 out of 550 families, or 12%. In 2017-18 it was 37 out of 467 families, or 8 % and in 2018-19 it was 55 out of 475 families or 12%.

Finally, we met our goal for increasing the extra curricular enrichment opportunities for primary students by adding a 1st and 2nd grade CREST class, while our 50 of our CREST students took 2nd place in a competition involving over 650 students from 4 school districts.

Middle School (MS):

Based upon discipline data from Aeries, the MS continues to improve in our incidences of suspension. In the 17/18 SY, the number of incidences of suspension was 121. In 18/19 SY, the number of incidences was reduced to 88. Also at the MS, another improvement was in the average daily attendance. In the 15/16 SY, the average daily attendance was 95.56%. In 16/17 SY, the daily attendance was raised by .85%, or a daily average of 96.41%. Average daily attendance in the 17/18 SY was 96.34%, a slight decline of .007%.

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

Greatest Needs

*Based on the LCFF Evaluation Rubrics, the Suspension Rate is red, English Language Arts and Mathematics are orange. We have determined that there is a need for significant improvement in the following areas:

Elementary School (ES):

CAASPP scores: Preliminary CAASPP scores in ELA show a 3% decrease in ELA and an 4% decrease in math in the percentage of students meeting or exceeding the standard as compared to 2018-19 levels.

ELA: Do a root cause analysis of preliminary CAASPP ELA scores as a basis to determine next steps.

Refine WIN time to clarify our focus and vision. Leverage Journeys adoption to provide the scope and sequence consistency in ELA instruction and expectations for students that we are currently lacking.

ELD: Make the transition from our current designated ELD paradigm to the combination of designated and integrated ELD called for in the current ELA/ELD framework.

Math: Do a root cause analysis of preliminary CAASPP math scores as a basis to determine next steps.

PLC Implementation: The focus for 2019-20 is for teams to collaborate at a deeper level; make stronger commitments to guide their collaborative work and connect common formative assessment data to honest discussions about which instructional strategies are most effective at helping students learn.

Instruction: Greater alignment between the rigor of student tasks on a daily basis and the rigor of the standards. Align rigor of student talk, tasks and first instruction with rigor of standards.

Visioning and Expectations for students: Have an honest conversation about the following questions:

- Is there a difference in the expectations for what our students can accomplish versus what students in higher socio economic areas can accomplish?
- Do we believe in our heart of hearts that 40% of our students can meet or exceed the standard? 50%? 60%, 70%, 80%?
- Do we believe in our heart of hearts that collectively we can help 40% of our students?
- What are the subtle ways we show our kids that we believe in them?
- What are the subtle ways we convey that we may not believe they can reach a certain level of achievement?

Middle School (MS):

At the MS, the greatest need surrounds increasing the rigor when teaching standards, as well as in formative assessments individual departments create for their students. The level of rigor in our classrooms has improved, by involving teachers when planning lessons, and common formatives. Smythe MS did improve in their SBAC scores in 2018. ELA scores increased by 2.58%, and math scores increased by 1.76%. To improve, Smythe MS will continue to improve data conversations through the use of PLC's and grade level core partners by engaging expectations for collaboration, PD, Student Support Teacher (SST), input from Instructional leaders, and through honest reflections upon the DOK of lessons, homework, and assessments.

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

Performance Gaps

Based on the LCFF Evaluation Rubrics, the “all students” category is red in the Suspension Rate, yellow for English Language Arts and yellow for Mathematics. Therefore, there are no student groups two or more levels below “all students” in any of the three state indicators. Performance gaps exist between the highest and lower performing student groups in each State Indicator. They are:

Suspension Rate: Highest performing—English Learners and Asian; Lower Performing—Native Hawaiian or Pacific Islander, Homeless, and Two or more races.

English Language Arts: Highest performing—Socioeconomically disadvantaged, Asian, and Hispanic. Lower Performing— Native Hawaiian or Pacific Islander and African American.

Mathematics: Highest performing—Asian; Lower Performing— Homeless, Students with disabilities, and Native Hawaiian or Pacific Islander.

To better understand the nature of the performance gaps and determine appropriate steps, each site needs to disaggregate the most current data relevant to each state priority. Key steps are outlined in the Greatest Needs section above. Additional steps will be determined through consideration of the most recent disaggregated data by each site’s faculty and Instructional Leadership Team.

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. Smythe Academy is not identified as a CSI school, we are identified as an ATSI school due to the performance of our Homeless and SpEd sub groups.

Schools Identified

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

Smythe Academy of Arts and Sciences Elementary School

Smythe Academy of Arts and Sciences Middle School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing ATSI 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 ATSI plan.

Increased or Improved Services

Elementary School (ES): The most significant ways that we will increase services for low income students, English Learners and foster youth include:

- ELD professional development to make the transition from our current designated ELD paradigm to the combination of designated and integrated ELD called for in the current ELA/ELD framework.
- Staff Student Support Teacher position to provide direct intervention services to students, with specific emphasis on English Learners and monitoring of their progress, during and outside of the school day.
- Fund Bilingual Paraprofessionals (2) for English Learner Support.
- Supplemental electronic learning resources for students and teachers (i.e. Imagine Learning, ST Math, ESGI, Raz Kids)

Middle School (MS): At Smythe MS, one improved service is to continue providing the school with an

Academic and Behavioral Specialist – Bilingual. The position meets regularly with students and discusses grades, organization, and communicates with parents. Another significant improvement will be in our 7th grade offering of our Choices Elective. All 7th graders take their electives in a 'wheel'. During first quarter, all 7th graders take the Choices course where they learn AVID strategies for study habits, organizational skills, note taking, and also receive classroom supplies such as binders, folders, and pencils to ensure that no student is denied their education for not having appropriate school supplies.

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 1

Goal 1: Improve academic performance and eliminate achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7

Local Priorities: 1, 2, 3, 5

Annual Measurable Outcomes

Expected	Actual
Outcome 1: ES:	CAASPP 18/19 Scores: ELA: 37.44% met and exceeded. An increase of 0.99%

Expected	Actual																		
<p>Outcome 1. CAASPP, ELA and math data will show minimum annual increase of 5 percentage points as evidence of deepening implementation of the CCCSS. Goal for 2018-19 based on 2017-18 CAASPP Scores: ELA= 50%; Math=44%</p> <p>MS: Outcome 1. ELPAC (formerly CELDT) data will show a minimum annual increase of 4% as evidence of strengthening English Language skills.</p>	<p>Math: 27.46% met and exceeded. A decrease of 0.60%</p>																		
<p>Outcome 2: ES: Outcome 2. The percentage of K-3 students meeting or exceeding the End of Year Fountas and Pinnell goals will increase 10% annually. Goal for 2018-19 based on 2017-18 F & P scores for K-2 students is 64%.</p> <p>MS: Outcome 2. The percentage of students meeting standards on the CAASPP state exam will increase in both ELA and Math by 5%.</p>	<p>End of Year F & P scores not yet available. Smythe PK-8 CAASPP Scores: 17/18: ELA – 36.45% Met/Exceeded Math – 28.06% Met/Exceeded 18/19: ELA – 37.53% Met/Exceeded; Increase of 1.08% Math – 27.53% Met/Exceeded; Decrease of 0.53%</p>																		
<p>Outcome 3: ES: Collect baseline 2017-18 ELPAC scores Overall, Listening, Speaking, Reading, Writing.</p> <p>Outcome 3: 5% annual increase over baseline ELPAC scores (English Language Proficiency Assessments for California).</p> <p>MS: Outcome 3. ELA and math scores for district benchmarks will improve each quarter by 5%.</p> <p>Collect baseline 2018-2019 ELPAC scores Overall, Listening, Speaking, Reading, Writing.</p>	<p>ES: ELPAC Scores: Overall: 42% of students scored at level 4; 54% of students scored at level 3. <u>% of students who scored "Well-developed" in each domain:</u> Listening:...59% Speaking:...60% Reading:....33% Writing:.....65% (only Kdg. scores were reported.)</p> <p>MS: ELA benchmark scores from</p> <table border="0"> <tr> <td>17/18:</td> <td>18/19:</td> <td></td> </tr> <tr> <td>7th grade:</td> <td></td> <td></td> </tr> <tr> <td>Q1 39%</td> <td>52.2%</td> <td>+13.2%</td> </tr> <tr> <td>; Q2 38%</td> <td>52.8%</td> <td>+14.8%</td> </tr> <tr> <td>; Q3 40.3</td> <td>45.5%</td> <td>+5.2%</td> </tr> <tr> <td>8th grade:</td> <td></td> <td></td> </tr> </table>	17/18:	18/19:		7th grade:			Q1 39%	52.2%	+13.2%	; Q2 38%	52.8%	+14.8%	; Q3 40.3	45.5%	+5.2%	8th grade:		
17/18:	18/19:																		
7th grade:																			
Q1 39%	52.2%	+13.2%																	
; Q2 38%	52.8%	+14.8%																	
; Q3 40.3	45.5%	+5.2%																	
8th grade:																			

Expected

Actual

Q1 28.9%	52.4%	+23.5%
; Q2 37.2%	59.2%	+22%
; Q3 51.6%	66%	+14.4%

Math (SWUN) benchmark scores from
17/18: 18/19:

7th grade:

Tri 1 41.81%	44%	+2.2%
; Tri 2 45.13%	39%	-6.13%

8th grade:

Tri 1 21.68%	40%	+18.32%
; Tri 2 27.9%	34%	+6.1%

Math (Integrated math 1) benchmark scores from
17/18: 18/19:

Q1: 41.2%;	61.4%	+20.2%
Q2: 7.37%;	50.3%	+42.93%
Q3: 78.4%	52.4%	-26%

MS: ELPAC

ELPAC Scores:

Overall: 12% of students scored at level 4; 45% of students scored at level 3.

% of students who scored "Well-developed" in each domain:

Listening:...18%
Speaking:...59%
Reading:....10%
Writing:.....2%

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 ES: Provide professional development to support implementation of the school's instructional program (i.e. ELA, ELD, math, PLC, arts integration, instructional technology).</p> <p>MS: Due to changes in district support, TOSA's will no longer be utilized Within Smythe Academy. Beginning in 2018/2019 SY, Smythe middle will hire an SST to support students.</p>	<p>ES: ELA and Math PD were provided by TRUSD through PD days and outside of school offerings. 6 Teachers attended summer ELD Standards Institute through San Joaquin County Office of Education. 5 teachers attended Arts Integration Training; 5 Teachers attended the CA Kindergarten Conference. 20 teachers attended ELPAC training outside of the school day.</p> <p>MS: Instructional support will be provided via an SST, who works with students and individual teachers at our site to promote instructional excellence and student success.</p>	<p>ES: \$25,000 MS: \$120,614</p>	<p>ES: \$19,850 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx, 4xxx, 5xxx</p> <p>MS: \$120,614 Obj code 1xxx, <u>3xxx</u></p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 ES: Provide funding for outside of school tutoring coordinated by SST for intervention.</p> <p>MS: Additional support for PE and Art classes provided by paraeducator.</p>	<p>ES: Tutoring was provided as planned from September through May.</p> <p>MS: Support for PE and Art was provided by paraeducator.</p>	<p>ES: \$15,000 MS: \$7,076</p>	<p>ES: \$24,362 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: \$7,076; Object Code(s): 2xxx, 3xxx</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 ES: Staff Student Support Teacher position to provide direct intervention services to students, with specific emphasis on English Learners and monitoring of their progress, during and outside of their school day.</p> <p>MS: Provide up to .6 FTE for LTEL/ELD staff to support our EL students by offering elective classes to improve language skills.</p>	<p>ES: This position was staffed as planned.</p> <p>MS: This position was staffed as a 0.4 FTE</p>	<p>ES: \$127,000 MS: \$52,530</p>	<p>ES: \$128,439 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: \$52,530 Sup/Con; Obj 1xxx, 3xxx</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 ES: Fund outside of the school day collaboration for teachers 1 hour per week, and 1/2 day collaboration per grade level, per 6-7 week period to support Common Core Standards and PLC implementation.</p> <p>MS: Provide additional sections of ELA, History, science, and PE teachers to reduce class sizes. 2.4 FTE teachers</p>	<p>ES: 26 out of 26 teachers participated in collaboration 1-2 hours per week. No ½-day collaboration provided due to difficulty securing substitutes.</p> <p>MS: Additional sections were provided.</p>	<p>ES: \$30,000 MS: \$150,114</p>	<p>ES: \$26,784; Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: \$150,114 Sup/Con Obj 1xxx, 3xxx</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 ES: Twin Rivers has ended the Instructional Support TOSA position.</p> <p>MS: Provide stipends for department and team leaders to attend site ILT meetings.</p>	<p>MS: Due to changes in TRUSD's collective bargaining agreement, costs of stipends were covered by the district</p>	<p>MS: \$5,000</p>	<p>MS: \$0 s/c Obj 1xxx, 3xxx</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 ES: Fund Bilingual Paraprofessionals (3) for English Learner Support</p> <p>MS: Purchase new classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign. Purchase supplemental equipment and supplies for instructional technology.</p>	<p>ES: These positions were not staffed as planned due to the retirement of one staff member. Bilingual paraprofessionals provide push in and pull out services throughout the school day, with their work directed by credentialed teachers.</p> <p>MS: Multiple classrooms were outfitted with new desks and furniture. In addition, equipment and furniture were purchased for staff and labs.</p>	<p>ES: \$74,000 MS: \$10,000</p>	<p>ES: \$71,347 Supplemental/Concentration; Object Code(s): 1xxx, 2xxx, <u>3xxx</u></p> <p>MS: <u>\$9,0003,384</u> (totals as of 4/11/19) s/c Obj 4xxx</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7 ES: Purchase student books to supplement classroom libraries and add to the school's leveled book collection.</p>	<p>1.7 ES: Only one set of additional student books were purchased. Books from prior</p>	<p>ES: \$8,000 MS: \$15,000</p>	<p>ES: \$100 Supplemental/Concentration; Object Code(s): 4xxx</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MS: Fund for after school tutorials (to include after school programs) and transportation.	purchases, plus online resources such as NewsELA were used instead. MS: Fund after school tutorials (to include after school programs) and transportation		MS: Actual costs not yet available from transportation dept. <u>\$15,000</u>

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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 ES: Purchase books and materials to institute a K- 6 nightly take home book program.	No books were purchased.	ES: \$7,000	ES: \$0 Supplemental/Concentration; Object Code(s): 4xxx

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 ES: Print Shop printing services for classroom and administrative purposes.	ES: Print shop services were used as planned.	ES: \$8,000	ES: \$7616 Supplemental/Concentration Object Code(s): 5xxx

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.10 ES: Provide substitute teachers to	ES: Substitute teachers were provided as planned.	ES: \$10,000	ES: \$5457; Supplemental/Concentration;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
assist with assessment, articulation meetings, intervention meetings, and peer observations			Object Code(s): 1xxx, 3xxx

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 ES: Provide funding to ensure the school library collection is current and supports CA standards and the school's instructional program.	ES: Additional books were purchased as planned.	ES: \$5,000 <u>\$3,200 S/C</u> and <u>\$1,800 S/B</u>	ES: \$4,220 Supplemental/Concentration; \$547 Site Base Object Code(s): 4xxx

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12 ES: Fund purchase of office supplies, equipment service agreements and equipment for school administrative purposes	ES: Purchases and service agreements were made as planned.	ES: \$18,000	ES: \$17,835; Site Base; Object Code(s): 4xxx, 5xxx

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13 ES: Purchase supplemental curriculum materials to support the instructional program.	ES: Swun homework books were purchased for grade levels who thought they were needed to support implementation. Thesaurus were purchased for 3 rd grade. Supplemental small group materials were bought to support Kindergarten small group instructional time.	ES: \$5,000	ES: \$1525; Supplemental/Concentration; Object Code(s): 4xxx,

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.14 ES: Supplemental electronic Learning resources for students and teachers (i.e. Imagine Learning, ST Math, ESGI, Mystery Science, Brain Pop, NewsELA Pro, Learning AZ, Raz Kids)	ES: The following subscriptions/software licenses were purchased: Mystery Science, ESGI, Learning A-Z, ST Math, Brain Pop and Teachers pay Teachers.	ES: \$60,000	ES: \$14,453 Supplemental/Concentration; Object Code(s): 4xxx

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.15 ES: Extra duty hours: Classified for school app administrator and to provide students with learning opportunities outside of the school day; Certificated duty hours and stipends for supplemental site committee work.	Stipends were paid for Kindergarten Round-up-4 Teachers; VAPA committee-5 Teachers; Parent Education Coordinator-1 Teacher; Spark Coordinator-1 Teacher; Science Committee-7 Teachers; Webmaster and Appmaster-1 Staff member.	ES: \$12,500	ES: \$9447; Supplemental/Concentration; Object Code(s): 1xxx, 3xxx

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.16 Staff Kindergarten Paraprofessional to provide instructional and teacher support for Transitional Kindergarten and Kindergarten classrooms.	This position was staffed as planned.	ES: \$24,000	ES: \$23,352 Supplemental/Concentration; Object Code(s): 1xxx, 2xxx

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.17 ES: Fund additional staffing for class size reduction in Kindergarten through 3 rd grade.	Class size reduction staffing was provided as planned.	ES: \$425,000 <u>425,000</u>	ES: \$420,000 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.18 ES: Smythe will recruit new teachers and develop all teachers to support improved student achievement in an expanded school day through continuing with additional 7 instructional minutes to each school day, additional student free professional development for instructional staff and higher beginning teacher salaries.	Recruitment and support of new teachers to support improved student achievement via expanded school day and professional development took place as planned.	ES: \$83,000 <u>82,158</u>	ES: \$82,158 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx

Analysis

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

ES: The school is focused on building enduring, mutually reinforcing systems that are aligned to the school vision. The intent is to ensure that each position works within those systems to refine them each year and ultimately increase student achievement. Based on site needs the Instructional Support TOSA, SST for intervention and administration developed and offered a series of Monday PD sessions that were well attended and reinforced through classroom walkthroughs and collaboration with support staff. We plan to continue this PD organization in 2019-2020.

MS:

- 1.1 The implementation of providing teachers support from the SST was accomplished due to losing the two TOSA positions. Teachers received continuous support from our SST. The SST also attended and assisted in the quarterly curriculum meetings with ELA, math, science, and social science with the admin. Topics during curriculum meetings included curriculum, pacing, and data from both formative and summative assessments.
- 1.2 To ensure students have appropriate academic support, Smythe MS will provide .4 FTE to move counselor to full time.

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

ES: CAASPP data show that student achievement decreased by 3% in ELA and decreased by 4% in Math. We anticipated an increase in CAASPP scores this spring due to increased instructional focus, levels of training tied to the instructional program, level of focus on differentiated instruction in ELA and refinement of PLCs. The positions associated with these actions/services are part of a more refined system of support for students and teachers to implement common core standards to a greater degree. The vice principal was instrumental in refining support systems aligned with PBIS guidelines. PD was well attended with clear evidence of implementation collected through walkthroughs. The SST and Bilingual Paraprofessionals worked closely with teachers (through planning, instruction and assessment) and administration (alignment to school vision) to directly support a key initiative: WIN time, a 35 minute daily differentiation period, Kindergarten through 6th grade geared primarily towards increasing ELA achievement. With all these elements in mind and considering our preliminary CAASPP scores we will complete a root cause analysis of preliminary CAASPP scores as a basis to determine next steps.

MS:

- 1.1 Our SST was an active member of department PLC's, and was on site during the meetings. In addition, the SST was also a member of the school's Instructional Leadership Team (ILT) and was on site during meetings.
- 1.2 Our counselor has been able to ensure that our master schedule is created and implemented on time.
- 1.3 Due to enrollment of students scoring at a level 1 or 2 on the ELPAC, our ELD staffing need was reduced.
- 1.4 By providing additional staffing, our class size was reduced, most significantly in 7th
- ~~1.4~~ ~~1.5 Due to contractual changes between TRUSD and TRUE, stipends not longer are supplemented.~~
- 1.6 Classroom furniture is replaced as needed. Funding was reduced due to better care of existing furniture.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

ES:

1.1: We had planned to send Instructional Leadership Team members to a Professional Learning Community conference but the conference was not available at a time the met our needs.

1.2: Increased costs are due to the fact that Smythe paid for all tutoring costs instead of participating in the district's tutoring program. In addition, more teachers were able to tutor than originally planned.

1.7 Only one set of additional student books were purchased. Books from prior purchases, plus online resources such as NewsELA were used instead.

1.8: We did not need to purchase books for our take home reading program because we were able to start using books from our previous language arts program in addition to books we bought the previous year.

1.10: Less was spent on substitute costs due to the fact that we did not hold articulation meetings this year as planned. In addition, fewer release days were given to teachers to complete local and ELPAC assessments.

1.13 Money budgeted to purchase Swun homework books was unneeded as the District agreed to pay for these resources.

1.14 We budgeted to include paying for Imagine Learning licenses out of site funds but the District agreed to pay for the licenses.

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MS: 1.5 Due to contractual changes between TRUSD and TRUE, stipends not longer are supplemented.

~~Many actual expenditures from both the fiscal and transportation offices, and are not available at this time, April 12, 2019. Staffing actual expenditure changes are the result of percent increase in salaries that were negotiated after the implementation of the LCAP.~~

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.

ES: We will refine collaboration by increasing it to up to 2 hours per week per teacher, requiring that grade levels document their progress towards established goals, and requiring that the content be focused on ELA and math instruction. The Instructional Leadership Team will guide teams in establishing clear guidelines by which the effectiveness of collaboration will be gauged. We will add 1/2 day collaboration per grade level, per 67 week period; tied to backwards planning tied to cycle of inquiry SMART goals.

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MS: Changes for SY 2018-2019:

~~1.1 No change. Smythe MS will continue with the 1.0 FTE SST.~~

1.2 Due to increased enrollment, the additional funding for the .4 FTE counselor will be provided from the district office.

1.5 Due to changes in TRUSD collective bargaining agreement, costs of stipends to covered by the district.

~~1.6 Actual expenditures are not available at this time Classroom furniture replacement expenses were reduced, therefore actuals were less than predicted.~~

~~1.7 Estimated transportation costs are \$15,000 for school to home transportation. Actual expenditures are not available at this time.~~

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Annual Update

LCAP Year Reviewed: 2018-2019

Goal 2

Goal 2: Provide engagement and enrichment opportunities in the arts, sciences and technology to ensure students graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities: 1, 2, 3

Annual Measurable Outcomes

Expected

Actual

Outcome 1. CAASPP, ELA and math data will show minimum annual increase of 5 percentage points as evidence of deepening implementation of the CCCSS. Goal for 2018-19 based on 2017-18 CAASPP Scores: ELA= 50%; Math=44%

MS:
Provide AG Level classes beginning with Geometry and Spanish 1. Beginning in 2015-2016, Smythe MS will no longer provide Geometry and Spanish 1. Smythe MS will instead offer Accelerated Math 7, Integrated Math 1, and LTEL.

ES: 5% growth in total number of students participating in outside of school activities. Baseline number of students in 2017-18 was 224 students: CREST (34 students); Expanding Horizons (26); STEM for Girls (9); Missoula Children's Theater (49); Choir (19); Academic Talent Search (8); MASTERS Sports League (79)

CAASPP 18/19 Scores:

ELA: 37.44% met and exceeded. An increase of 0.99%

Math: 27.46% met and exceeded. A decrease of 0.60%

Scores not yet available for 2019 CAASPP.

MS: Continue providing A-G course: IM1
Honors 8th Grade ELA, History and Physical Science
On May 1, 2019, our benchmark scores (in avg % correct) are:
IM1: Q1: 61.40%, Q2: 50.3%, Q3: 52.40%
8th grade ELA: Q1: 52.4%, Q2: 59.2%, 66%
No CAST information yet posted.

ES: CREST (100 students); Expanding Horizons (26); STEM for Girls (8); Missoula Children's Theater (37); Choir (22); Academic Talent Search (8); MASTERS Sports League (72)

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 ES: Fund VAPA TOSAS (2) for K2 Art and 3-6 Music</p> <p>MS: Provide students with the opportunity to enroll in higher level science, U.S. History, ELA, AVID, MESA/STEAM, and Math courses. Budget needed for supplies, licensing software, science consumables, and field trips</p>	<p>ES: Two VAPA Teacher positions were staffed as planned at .4 FTE each.</p> <p>MS: Funds supported course by Purchasing supplemental materials for skits, dissections, ink/toner, and other consumable materials.</p>	<p>ES: \$65,000 MS: \$15,000</p>	<p>ES: \$59,415 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: \$7,495 (as of 4/11/19) s/c Obj 4xxx, 5xxx</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 ES: Staff Student Support Teacher to provide weekly science lab based Instruction based on Next Generation Science Standards.</p> <p>MS: Increased advertisements for parent meetings to include ELAC. Costs for banners, printing, and mail.</p>	<p>ES: The Student Support Teacher position for weekly science lab-based instruction based on Next Generation Science Standards was staffed as planned at 1 FTE.</p> <p>MS: Use of TRUSD provided BlackBoard Connect Auto Dialer</p>	<p>ES: \$108,000 <u>MS: \$0</u></p>	<p>ES: \$97,015 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: No cost</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3	ES: The following enrichment	ES : \$12,000	ES: \$11,331;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ES: Provide enrichment opportunities during and outside of the school day.	opportunities during and outside of the school day were offered: with a focus on reinforcing the Charter focus on Arts & Sciences: Exploratory, MESA, Farmer's Market, Expanding Horizon's conference at CSUS, after school league sports; Family Night with Sac Republic FC, assemblies, Missoula Children's Theater play, family science night, family reading night, family art night; Academic Talent Search, Smythe Choir, GATE/High Achievers classes and STEM 4 Girls at UC Davis.		Supplemental/Concentration; Object Code(s): 1xxx, 3xxx, 4xxx, 5xxx

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 ES: Purchase supplemental equipment and supplies for instructional technology and school community use.	ES: Significant purchases include headphones for student use; iPad for community use; 2 laptop carts; 4 Smart displays for classroom use;	ES: \$45,000	ES: \$38,261; Supplemental/Concentration; Object Code(s): 4xxx MS: \$0.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 This action/service is being moved to and included in 2.10.	This action/service is being moved to and included in 2.10.	This action/service is being moved to and included in 2.10.	This action/service is being moved to and included in 2.10.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 ES: Provide supplemental funding to ensure every student attends a minimum of two field trips per year.	ES: Supplemental funding was provided to ensure every student attends a minimum of two field trips this year. The # of field trips attended by grade level is as follows: Kdg,2; 1st- 2; 2nd- 2; 3rd- 1, 4th- 3 5th - 2; 6th- 2	ES: \$15,000	ES: \$9,723; Supplemental/Concentration; Object Code(s): 5xxx

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 ES: Offer GATE class in the arts or sciences once per trimester.	ES: GATE and High Achieving students were invited to participate in CREST after school club. GATE/High Achievers participated in CREST. 35% of students (7 out of 20) in CREST are considered GATE/High Achievers.	ES: \$1,170	ES: \$595 Supplemental/Concentration; Object Code(s): 1xxx, 3xxx, 4xxx

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 ES: Fund additional after school class in the MASTERS program for up to 20 students.	ES: Two additional classes for up to 40 students was added.	ES: \$20,000	ES: \$23,200 Supplemental/Concentration; Object Code(s): 5xxx

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 ES: Provide funding for equipment, staffing and participation for after school sports.	ES: Contract with Center for Fathers and Families for after school sports leagues for 5 sports. Supplies for TR soccer league and pom poms for cheerleaders	ES: \$3,000	ES: \$2,373; Supplemental/Concentration; Object Code(s): 1xxx, 3xxx, 4xxx,

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 ES: Provide field trips, purchase supplies and fund scholarships for Academic Talent Search classes at CSUS to contribute to a college and career going school culture.	ES: Students participated in Academic Talent Search and two college related field trips.	ES: \$4,500	ES: \$2,400; Supplemental/Concentration; Object Code(s): 4xxx, 5xxx

Analysis

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

ES:
Community feedback has clearly shown an interest in having more enrichment opportunities available for our students. We have aggressively increased what we offer students and have had positive feedback from the community. We have addressed the shortage of enrichment opportunities for our K2 students by adding a CREST class for 1st and 2nd grade students and more aggressively recruiting K2 to participate in the Missoula Children's Theater performance. All other actions within this goal were carried out and have positively contributed to the amount of enrichment opportunities our students have access to.

MS:
2.1 Continue to provide funding for field trips to college campuses for students tours. Cost includes bussing for travel and lunches. Provide materials and supplies for 8th grade Honors strand.
2.2 Continue advertisements for parent meetings to include ELAC.
Advertisements include, Blackboard all calls, flyers, and improved communication for ELAC and SSC meetings.

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

ES: We have been very effective with our efforts to provide enrichment opportunities for our students. As a result of the services provided, we are well on our way to exceeding both metrics above. The additional MASTERS class fills a significant need of our parents to extend the school day and provide students a safe and nurturing place to be. Ultimately the goal for all actions and services in Goal 2 is to increase student engagement and, by extension, student achievement. 94% of parents reported that their child enjoys going to school and our work in this goal area directly impacts that positive statistic.

MS:

2.2 Increased advertisements for parent meetings to include ELAC. Due to improved advertising, our ELAC meetings have been very well attended. The effectiveness of the improved advertisements were substantial.

2.3 Continue to provide up to 1.0 FTE Long Term English Learner (LTEL) teacher, and/or ELD teacher as needed for students. Improved reclassification numbers of EL students occurred.

2.1 Provide funding for field trips to college campuses for students tours. Provide materials and supplies for 8th grade Honors strand. Great effectiveness of these funds. Students were able to create PowerPoints, skits, and research for essays due to funds spent.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ES:

2.5: We aggressively advertised our scholarship with a written process and application. Response was greater than expected and so was the expression of financial need so we decided that in our 1st year it was worth expanding the scholarship to service all 8 students who applied.

2.6 Student donations for field trips were greater than expected so we did not use as much funding as expected. In addition, two field trips were grant funded.

2.7 We were unable to offer/staff an additional GATE class outside of CREST, where GATE/High Achievers were invited to attend.

MS:

~~The district provided communication to our families via Blackboard connect. Cost savings were from not having to pay for another resource to communicate with families.~~

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.

ES: Parent and staff input continues to express a desire more options for our youngest students so we will adjust our actions/services accordingly to make sure we improve there. Parent and staff input are also interested in adding more field trip options but to ensure that we get the message out that if families cannot afford to donate fees, students will still be able to attend. The field trip allocation will increase accordingly. Particular emphasis will be placed upon trips aligned with arts and sciences focus when possible. Goal/Action 2.5, "Fund scholarships to allow students to take academic talent search classes at CSUS." has been moved to Goal/Action 2.10 "Provide field trips and purchase supplies to contribute to a college and career going school culture" to combine efforts to promote a college and career going culture.

MS:

~~2.2 Parent, staff, and student input showed more need in our communications home. Smythe has increased the number of Blackboard connect calls, as well as the number of informative mailings home.~~ Our ELL population continues to receive improved services due to providing a staff member to work solely with those identified students.

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 3

Goal 3: Provide support, services, and training for our parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
<p>ES: 5% growth in total number of parents participating in classes/trainings. MS: Reduction of suspension by 10% and an increase of student enrollment in extracurricular activities by 5%.</p>	<p>ES: Parent University, ESL for adults; Jiji & Imagine Learning Night for parents; CAASPP training for parents; Two Swun math nights (1st: 35 parents. 2nd: 70 parents) MS: As of 4/11/19, Suspension percentage is 4.78%, down 12.70% from SY 17/18.</p>
<p>MS: The percentage of students who claim to feel 'very safe' on the California Healthy Kids survey will increase by 5% each year.</p>	<p>2017-2018 very safe: 30% 2018-2019 very safe: 72%</p>
<p>MS: The number of extra curricular activities and evening activities will improve/increase by 2 events each year.</p>	<p>*EDIT</p>

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 ES: Fund full time counselor above the base staffing to support social/emotional health of students and families and coordinate support/training opportunities for families.</p> <p>MS: Reduction of suspension by 10%. Provide in house PD to our teachers on classroom management; to include topics to provide improves classroom and student services. Provide substitutes for staff members to visit peers.</p>	<p>ES: Counselor position was staffed as planned.</p> <p>MS: On May 1, 2019, our suspension rates have dropped by 12.69%</p>	<p>ES: \$125,000 MS: \$5,000</p>	<p>ES: \$122,874; Supplemental/Concentration; Object Code(s): 1xxx, 3xxx</p> <p>MS: \$746 (as of 4/11/10) Sup/Con Obj. 4xxx</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 ES: Fund parent and staff attendance at conferences and provide funding for adult education classes.</p> <p>MS: To increase attendance, Smythe MS will provide home to school transportation.</p>	<p>ES: 8 Parents attended the CABE conference.</p> <p>MS: Transportation provided as planned.</p>	<p>ES: \$42,000 MS: \$31-0,650</p>	<p>ES: \$1,400; Supplemental/Concentration; Object Code(s): 5xxx MS: \$310,650 Sup/Con Obj. 5xxx</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 ES: This action/service is being Combined with 3.2.</p> <p>MS: Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by supplementing for classroom supplies and materials that would not otherwise be provided.</p>	<p>MS: Classroom supplies and materials were provided as needed.</p>	<p>MS: \$110,000</p>	<p>MS: \$13,358 (as of 4/11/10)— Sup/Con Obj. 4xxx</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4 ES: Provide interpreters to ensure All families can equitably participate in classes, meetings and other school events.</p> <p>MS: To increase parent and Student engagement, we will continue with the Activities & Activities Director. Position will also work with Leadership students and attend workshops/PD. Will work closely with leadership students, staff, and admin to increase student, staff, and family engagement events and activities. Will provide activities for staff, including incentive rewards such as (but not limited to): school pride clothing and incentive items bags, water canteens, catering for events. Student and family</p>	<p>ES: Interpreters were provided at all events, classes/trainings and meetings for parents/families.</p> <p>MS: Activities Director was staffed as planned.</p> <p>School engagement activities and materials were supplied as needed.</p>	<p>ES: \$3,000</p> <p>MS: \$131,841 AD salary; \$15,000</p>	<p>ES: \$1,910; Supplemental/Concentration; Object Code(s): 5xxx</p> <p>MS: 146,841 Sup/Con Obj 1xxx, 4xxx, 5xxx</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
engagement events will be tied to PBIS reward programs and recruitment.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 ES: Provide snacks, refreshments and incentives to increase parent participation in classes, meetings and other school events	Snacks and refreshments were provided at all family classes/trainings such as CAASPP Night, Swun math nights, Knights of the Round Table and ELAC.	ES: \$4,000	ES: \$3,822; Supplemental/Concentration; Object Code(s): 4xxx, 5xxx

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 ES: Ensure an aligned K6 homeschool communication system utilizing the Smythe app K6 and organizational planners, 3 rd -6 th .	To improve communication and information sharing, folders for School-Home communication homework, Back to School forms and Student planners were purchased in addition to the School Info app.	ES: \$1,200	ES: \$3,001; Supplemental/Concentration; Title 1 Parent Involvement: \$1,000 Object Code(s): 4xxx

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 ES: Provide funding for school signage for wayfinding, to advertise school classes, meetings, school events and to	Purchased 8 rolls of poster paper, 6 vinyl banners and print shop orders to advertise events/classes.	ES: \$ 12 ,000	ES: \$1,200; Supplemental/Concentration; Object Codes: 4xxx

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
communicate information to the school community.			

Action 8

<u>Planned Actions/Services</u>	<u>Actual Actions/Services</u>	<u>Budgeted Expenditures</u>	<u>Estimated Actual Expenditures</u>
3.8 <u>ES: Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.</u>	<u>This position was staffed as planned.</u>	<u>ES: \$21,000</u>	<u>ES: \$: 20,644</u> <u>Supplemental/Concentration;</u> <u>Object Codes: 1xxx,</u> <u>2xxx</u>

Ken, add 3.8

ES: \$21,000

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Analysis

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

ES: The purpose of this goal was to focus on meeting the needs of our families and use training opportunities as a vehicle to increase parent knowledge of our school, our work with students and give parents concrete resources for supporting the school's instructional program. In addition to a successful year with our ELAC, which is an important part of meeting the needs of our English Learners, we made considerable progress towards that end with new opportunities for parent training: The California Association for Bilingual Educators regional conference for para educators and parents, Jiji and Imagine Learning for parents and CAASPP training for parents. The counselor is an integral part of our ongoing, 1:1 parent outreach and education as this position allows for a wide variety of work with families both as formal parts of our systems of support (SAP, SARTs, counseling) and informally via drop in consultations with parents and teachers.

MS:

3.1 Reduction of suspension by 10%.

As of 4/12/19, suspensions have been reduced by 52 instances, or 12.7%. Increase student enrollment in extracurricular activities by 5%.

3.2 To increase attendance, Smythe MS will: Provide home to school transportation TRUSD Transportation services provides 10 busses for home to school transportation.

3.3 Provide classroom materials and supplies to ensure students and staff have the appropriate tools to achieve academically.

Students received supplies such as binders, folders, pencils, pens, highlighters, etc. Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by providing classroom supplies and materials. 8th grade ELA teachers have requested and were supplied materials for CSP, such as: trifold display boards, paper, computer ink, and glue.

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

ES: As a result of the services and actions we have provided our families have been supported in a wide variety of ways and we were able to collect baseline attendance data on parent participation. To that extent, the actions and services were successful. However, attendance numbers are lower than we would expect and hope for so we know we have work to do to better meet the needs of more families. The annual Smythe Family survey elicited topics of interest to our parents so we will work to provide opportunities based on those topics. Frequently mentioned topics include: skills to help children with math, English and homework; English classes for parents, Spanish classes for parents, parenting classes, and a desire for some evening classes for working parents.

MS:

3.1 Suspensions have been reduced due to increased staff PD, increased staff awareness, improved discipline procedures, and better communication with staff and parents. Increase student enrollment in extracurricular activities by 5%.

3.3 Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by providing classroom supplies and materials. Provide classroom materials and supplies to ensure students and staff have the appropriate tools to achieve academically.

3.4 To increase attendance, Smythe MS will: Provide home to school transportation

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ES:

In Action 3.6 we spent more than estimated (\$1,200) because we decided to provide consistent folders for homework schoolwide as well as sending home beginning of the year forms in a uniform folder to improve form return rates.

MS:

~~3.3 Less classroom materials and supplies were needed to ensure students and staff have the appropriate tools to achieve academically. 3.2 Transportation services increased from the prior year which is what our projections were based on.~~

3.4 The actual person in the position was more than originally budgeted for.

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.

ES: In our annual family survey we will ask for input that will help us plan trainings at times and on topics that are more convenient and relevant for families. We anticipate offering a.m. and p.m. options as much as possible to better meet community needs. One significant change we will make is to look for external providers who can offer trainings on a wider variety of topics. Additionally, we want to identify conferences that are applicable to

our English only parents to compliment the CABE conference for parents of English Learners. With the growth in student use of social media outside of school, in addition to the increased screen time that will result in our going 1:1, we will also look for opportunities to support our families in learning how to better monitor their children's online presence. Goal/Action 3.3 "Provide funding for a.m. and p.m. adult classes (e.g. English, Spanish, parenting, how to help your child with schoolwork; citizenship, Parent University)" will be combined with Goal/Action 3.2 "Fund parent and staff attendance at conferences relevant to their needs including, but not limited to CABE (California Association of Bilingual Educators) conference" into a combined

Goal/Action 3.2 "Fund parent and staff attendance at conferences and provide funding for adult education classes" to better reflect our combined efforts to support parent education.

MS:

3.1 Due to changes in funding, Smythe middle school will cover .5 FTE and .4 FTE for our VP and counselor, respectively.

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 4

Goal 4: Ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student-centered school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
<p>ES: 5% increase on family survey data noted in Annual Update, "Actual outcomes"</p> <p>MS: Disproportionalities in suspensions will be reduced or eliminated by 10%. Increased enrollment in electives.</p>	<p>ES: Smythe Family Survey Baseline Data (Based on 154 responses out of 475 families, a 32% return rate.) For each question, the % Strongly Agree + % Agree = % of Total agreement The school is Clean: Item 12 = 81% The school is Safe: Items 3, 4, 7, 8 = 90% The school is Conducive to learning: Items 2, 5, 6, 7, 11, 12 = 91%</p>

Expected

Actual

- 2. My child enjoys going to school.....65+ 30 = 95%
- 3. My child feels safe at school.....65 + 31 = 96%
- 4. My child is treated respectfully at school.....59 + 35 = 94%
- 5. My child gets the support she/he needs to grow in their learning.....70 + 26 = 96%
- 6. My child gets the challenge she/he needs to grow in their learning....63 + 33 = 96%
- 7. The school addresses discipline fairly & consistently.... 59 + 28 = 87%
- 8. The school addresses bullying quickly & effectively.....44 + 30 = 77%
- 11. It is easy to communicate effectively with my teacher..77 + 17 = 94%
- 12. Smythe facilities are clean & conducive to learning.....45 + 36 = 81%

Average Strongly agree + Agree from questions above = Total agreement of.....87%

MS:

OOS Instances of suspension:

Subgroup:	17/18	18/19
Black or African American	16	6
Hispanic or Latino	65	10
White	3	14
Two or more races	0	4
Asian, Pacific Islander	3	0
Special Education	7	6

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1	ES: The Vice Principal position was staffed as planned.	ES: \$150,000 MS: \$5,148	ES: \$148,296;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ES: Vice Principal will work with staff and students to ensure systems of success are put in place to support the prosocial behavior of our students; coordinate with counselor.</p> <p>MS: PD tied to staff implementation with a budget allocated to support actions. Additional support for PLC time out of classrooms, staff professional development and conferences. Budget for sub, materials, and travel/conference costs.</p>	MS: \$5,348		<p>Supplemental/Concentration; Object Code(s): 1xxx, 3xxx MS: No data available to date \$5,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 ES: Provide incentives to recognize and reinforce students as they work towards achieving attendance, behavior and academic goals.</p> <p>MS: Smythe MS created PD tied To classroom management and Cultural tolerance. Funds provide subs for teachers, PD materials and supplies, conference costs, and light refreshments and snacks.</p>	<p>ES: Incentives were provided by the Attendance Clerk for improved attendance, the PBIS Committee for monthly Shining Knight Celebrations and the counselor for demonstrating prosocial behavior improvement.</p> <p>MS: Professional Development was partially provided through literature review, conferences, and refreshments.</p>	<p>ES: \$8,000 MS: \$15,000</p>	<p>ES: \$4800; Supplemental/Concentration; Object Code(s): 4xxx MS: No data available to date \$8,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 ES: Research, choose and pilot a supplemental social/emotional skills curriculum and plan for implementation in conjunction with Twin Rivers PBIS school implementation.</p> <p>MS: To support our culture of Positive behavior interventions support plans (PBIS), we will provide students with positive rewards. Examples (not limited to): field trips, T-shirts, ice cream socials, dances, and pizza parties, materials for lunchtime activities and games. Provide field trips to provide students with opportunities to experience engaging environments. Examples (not limited to): Exploratorium, Wetlands, and college tours.</p> <p>MS: Fund .5 FTE Assistant Principal and .4 FTE Counselor not covered by District</p>	<p>ES: We are not adopting a SEL curriculum at this time.</p> <p>MS: Multiple field trips for PBIS were utilized, for example: Foothill skate, Sky High, and Wake Island. In addition, field trips to the Yolo County Wetlands were attended by every 7th grader, and each student visited at least one college campus.</p> <p>Assistant Principal and Counselor were funded as planned</p>	<p>ES: \$20,000</p> <p>MS: PBIS \$80,000 Counselor: \$50,715.37 AP: \$78,604.32</p>	<p>ES: \$0</p> <p>MS: \$209,320 for VP & Counselor, \$80,000 \$810 for PBIS Obj 1xxx, 4xxx, 5xxx</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.4 ES: Provide funding for teachers</p>	<p>ES: Teachers were reimbursed up to \$300 for supplementary classroom</p>	<p>ES: \$11,000</p>	<p>ES: \$11,177;</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to buy supplementary supplies for classroom, science fair and exploratory.	supplies, and up to \$50 per event for science fair and exploratory class supplies.		Supplemental/Concentration; Object Code(s): 4xxx

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 ES: Hire and provide monthly training to noon duty supervisors	ES: 6 Noon duty supervisors were hired as planned. Trainings were not provided monthly as planned but every other month.	ES: \$ <u>2746</u> ,000	ES: \$29,524; Supplemental/Concentration; Object Code(s): 2xxx, 3xxx

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 ES: Fund school beautification and facilities improvement projects to enhance campus safety and increase school pride.	ES: Purchases include plants, garden supplies a shed to house preschool playground equipment and exterior gates with panic bar hardware to fully secure the perimeter of the campus. Total expenses = \$4,443 + planned for shed \$4,600 + planned for gates \$9,000	ES: \$ <u>65,066</u> ,500	ES: \$4,443 Supplemental/Concentration; Object Code(s): 4xxx

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 ES: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to	ES: Desks, tables, storage locker for materials organization, book cases, flexible seating options, room dividers and	ES: \$8,000	ES: \$17,580; Supplemental/Concentration;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
implement our current instructional initiatives including model 21st Century classroom redesign.	portable white boards were bought for classrooms.		Object Code(s): 4xxx

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.8 ES: Fund farmer's market, field trips, fresh fruit and vegetables in the classroom program and assemblies to support the health and wellness of students	ES: The Power of One anti-bullying assembly, Red Ribbon Week materials and Farmer's Market with fresh fruits and vegetables were purchased.	ES: \$3,524,000	ES: \$3,324; Supplemental/Concentration; Object Code(s): 4xxx, 5xxx

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.9 ES: Purchase physical education and supplemental playground supplies	ES: Balls, carts and other supplies were purchased to support SPARK PE curriculum and to provide recess equipment.	ES: \$13,000 S/C and \$2,000 S/B	ES: \$773; Supplemental/Concentration; Object Code(s): 4xxx

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.10 ES: Office furniture and flooring	ES: Two office chairs, and one standing desk was purchased.	ES: \$10,000	ES: \$469 ; Site Supplemental/Concentration;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			Object Code(s): <u>4xxx</u>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.11 ES: Staff recognition events and materials/supplies	ES: Staff recognition was provided at different times throughout the year: coffee, bagels and donuts in early fall; pizza lunch during parent conferences; lunch from El Pollo Loco in December; Smythe journal and pens for teacher appreciation week, t-shirts in recognition of classified employees week and a whole staff luncheon to recognize the staff for a great year!	ES: \$3,500	ES: \$2,856; Supplemental/Concentration; Object Code(s):

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.12 Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.	The Administrative Clerk position was staffed as planned.	ES: \$21,000	ES: \$20,262; Supplemental/Concentration; Object Code(s): 1xxx, 2xxx

Analysis

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

ES:

The Vice Principal worked with the PBIS committee to refine school wide procedures to teach, manage, document, monitor and reward or give consequence and intervene regarding student behavior. For example, we have collected baseline data for citations and referrals this year so next year we can begin to note year over year trends. An area for improvement is the use of behavior data to better highlight hot spots for either whole

school or more targeted intervention efforts (i.e. month by month, certain areas on campus, certain grade levels). This happened to a limited extent but there is room to improve in the more frequent use of behavior data this way to make more targeted decisions to intervene. While 94% of students report feeling safe at school, the lowest rate of agreement of all school safety question states that 80% of parents feel we do not address bullying quickly and effectively. Another area for emphasis is improving students outside the classroom behavior where most bullying and unsafe behavior happens. We have strong plans to recognize students on a monthly basis for being Shining Knights and weekly and monthly for attendance. A final, significant area for improvement is to highlight academics on as regular a basis as we do behavior and attendance. The cleanliness of the physical plant continues to be a weak area with 18% of survey responded disagreeing that facilities are clean and conducive to learning; mostly the bathrooms.

MS:

4.1 Through site and district based PD training, site based PLC implementation, data analysis. Deliberate and specific actions will result in reducing disproportionalities. Disproportionalities in suspensions will be reduced or eliminated by 10%. Increased enrollment in electives. A professional development book was distributed to the staff to present during staff meetings. This year's book was *What great teachers do differently*; by Todd Whitaker.

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

ES: Family survey results show that the majority of parents see our school as safe, clean and conducive to learning. Written survey feedback shows the vast majority of survey respondents consider the student bathrooms to be unclean and a major concern. Schoolwide discipline records and anecdotal staff feedback shows that noon duty supervisor's effectiveness at being able to monitor, control and redirect student behavior at lunch is an ongoing concern. An area for improvement is strengthening the skills of nonduty supervisors and ensuring respectful interactions between them and students. Related to this is a significant need to improve students outside the classroom behavior where most bullying and unsafe behavior happens. Current year to date attendance rate is 96.48% with a chronic attendance rate of 4.75%

MS:

4.1 Through site and district based PD training, site based PLC implementation, data analysis. Deliberate and specific actions will result in reducing disproportionalities. Disproportionalities in suspensions will be reduced or eliminated by 10%. Increased enrollment in electives. Rates for Black/African American were reduced by 4.8%, Hispanic rates increased by 10%, Rates for whites were reduced by 10%, and Asian/Pacific, Islander/American Indian also reduced by 5%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ES:

Action 4.3: The staff learned more about a program identified by the PBIS committee in 2018 as a possible SEL curriculum options. We were told that the elementary site cannot move forward without agreement from the Middle School site. At this time we are not adopting a SEL curriculum. Smythe will be a Year 2 PBIS school in 2019-20 so work on an appropriate SEL curriculum will continue through PBIS.

~~Action 4.5: The increased cost for noon duty supervisors is due to the cost of benefits now that they are Twin Rivers' employees.~~

Action 4.6: We had planned to install a shade structure to create an outdoor learning area. Other facilities projects took longer than expected and we did not have the time or capacity to see this project through.

Action 4.7: Additional flexible seating options, room dividers and portable white boards were purchased in response to interest from our model classroom pilot in 2017-18.

~~Action 4.8: The increased costs for this action was due to an antibullying assembly that fit with our bully prevention efforts. This assembly was not originally planned.~~

Action 4.9: The decreased cost for this action are due to closer monitoring of PE equipment and tighter procedures for storage and care.

Action 4.10: The office flooring project was put off to enable us to focus all our energy on academic and behavior goals.

MS:

4.1 ~~Final costs not yet available~~Estimates for substitutes are slightly lower than predicted.

4.2 Costs were reduced due to purchasing books at a cheaper rate than expected.

4.3 Transportation costs ~~not available at this time~~are estimated at \$80,000 to provide incentive trips to support PBIS, as well as AVID.

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.

ES:

We will add attendance percentage and chronic absence rates to outcomes. We will also add an outcome that speaks to monitoring office referrals with the goal of seeing trends and identifying areas for additional teaching and monitoring.

MS:

No changes

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 5

Goal 5: MS: Increase support, services, and training for our parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected

Actual

MS:
Improved Communications with our families. The number of times our families will be contacted for general information will increase by 2 instances by mail, by 2 instances by phone each school year.

MS:
Our communication with our families has improved by 4 instances by mail (postcards), and by 5 by calls.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

MS:
Continue with Attendance and Behavior Specialist Bilingual to work with parents to increase student involvement such as volunteering in classes, hosting family events. ABS will also meet regularly with students to give additional support regarding grades and behavior.

MS:
ABS position was continued. Continue providing support for students and families

MS:
.3750 FTE
\$27,119 Obj 2xxx,
3xxx

MS:
\$28,068 s/c
Obj 2xxx, 3xxx

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

MS:
Increase contact with Spanish/other language families via mail and printing, and through the use of translation services. Budget will also include funds for light refreshments and snacks for parent meetings.

MS:
Improved services for families, light refreshments were served at meetings.

MS:
~~\$7,000~~5,000 sup/con;
~~\$10,000~~ Site
Based Allocation
Obj 4xxx, 5xxx

MS:
~~\$0 s/~~6,000 S/B
Obj

Analysis

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

MS:

5.2 Input from School Site Council (SSC), the English Language Advisory Committee (ELAC), parent conferences, translation services, and LCAP meetings.

Community input for Smythe occurred on January 29, 2019 and February 12, 2019.

MS staff input occurred on February 6, 2019.

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

MS:

5.2 Input from School Site Council (SSC), the English Language Advisory Committee (ELAC), parent conferences, translation services, and LCAP meetings. The input gained from community meeting included addressing concerns surrounding tutorials, improving communication between school and home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MS:

Action 1: Annual pay raise at 3.5%

~~Action 2: Budget to pay for services for community members came from Site based funds.~~

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.

None. MS:

~~Action 2: \$5,000 was too much budgeted into this action. The reduction is allowed due to Site Based Funding.~~

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Stakeholder Engagement

LCAP Year: ~~2019-2020~~ 2019

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?

Impact on LCAP and Annual Update: How did these consultations impact the LCAP for the upcoming year?

Smythe Academy of Arts & Sciences knows that meaningful stakeholder involvement is an important part of developing an effective strategic plan. As such, Smythe used a variety of meetings with different groups to involve stakeholders in the LCAP process including the discussion and review of goals, achievement data and proposed actions and services. The following groups were involved in the development of the LCAP and annual update: School Site Council, English Learner Advisory Council, staff, and Smythe families.

K-6: ELAC Meetings: 10/19/18, 12/17/18, 2/8/19, 3/15/19, 4/26/19

7-8: ELAC meetings at the middle school were held on 10/13/18, 12/6/18, and 2/12/19, with a final meeting scheduled for 5/14/19.

K-8 SSC Meetings: 10/12/18, 11/30/18, 1/25/19, 3/8/19, 3/29/19, 5/10/19

LCAP Community Meetings: 1/24/19 and 2/12/19

Summer 2018: Shared board approved 2018-19 SPSA and LCAP with staff to ensure awareness of goals and actions/services.

9/12/18 Staff Meeting: Shared SPSA and LCAP goals with faculty then posted on weekly staff development and PLC agendas for entire year. Focus was on maintaining focus.

10/19/18 ELAC Meeting: Shared key actions/services relevant to English Learner support and achievement. Focus was on building awareness and knowledge of key goals and actions/services. Parents asked for additional help for students to increase chances of reclassification prior to going to middle school.

12/6/18 ELAC Meeting: Shared with ELAC parents progress to date towards key LCAP Actions/Services. Updated them on program to offer tutoring specifically for English Learners. Invited parents to attend CAFE.

2/6/19 Middle School staff were presented with the LCAP and given the opportunity for input.

Staff brainstormed steps Smythe taken so far in each of the 4 SPSA and LCAP goals, compared it against planned actions/services and planned actions/services to be undertaken during spring 2019.

2/8/19 Middle School students were given the opportunity for input.

1/24/19 LCAP Community Meeting at Smythe Elementary: Common themes included providing opportunities to challenge students or support them as needed; more frequent reporting/communication opportunities; more college and career opportunities; continue providing training opportunities to families to give them tools to support their families and students; ensuring safety of campus during the day but also at drop-off and dismissal time; increase anti-bullying efforts.

2/12/19 LCAP Community Meeting at Smythe Middle School. Middle School parents and stakeholders were given the opportunity for input. Only one family took advantage of the input opportunity. Did not have any suggestions for changes.

2/24/19 Annual Update Part 2: Staff conducted program evaluation and gave feedback on specific positions funded with Title 1 and Supplemental/Concentration funding and made suggestions for refinement to those positions to better meet site needs.

3/14/19 ELAC: Parents shared what they learned at CABE and said they thought it was valuable to continue funding in 2019-20. Shared draft revised LCAP goals. Shared with ELAC parents progress to date towards key LCAP Actions/Services. Asked for feedback on which goals were most important to them. Parents requested more tutoring options, English as a Second Language classes for adults, cleaner bathrooms, more focus on ensuring safer campus behavior, address bullying and bully type behavior.

3/20/19 Staff meeting. School Planning for 2019-20: Shared K-8 SPSA and LCAP Goals for 2019-20. Brainstormed small and large actions we can take to help our students master the standards and meet school goals in: ELA, ELD, math, the Arts, PLC Implementation, Science, Parent Involvement.

~~5/1/19 Staff meeting. School Planning for 2019-20 Continued: Revisited 3/20/19 brainstorm, asked questions to clarify brainstormed items, advocated for certain items then staff prioritized items using Spend-A-Dot.~~

4/26/19 ELAC: Parents requested more tutoring options: suggested hiring tutoring service from outside vendor for students who need less help than having teachers tutor students who need more intensive help; Suggested having the computer lab open in the mornings for students to work on Imagine Learning or Jiji.

~~5/1/19 Staff meeting. School Planning for 2019-20 Continued: Revisited 3/20/19 brainstorm, asked questions to clarify brainstormed items, advocated for certain items then staff prioritized items using Spend-A-Dot.~~

5/08/19 School Planning for 2019-20 Continued: Revisited Spend-A-Dot results, shared principal decision making considerations and implications for some of the most "popular" items. Staff gave additional feedback on two suggestions from 3/20/19 Full time art or music teacher and Arts integration.

MS: Recommendation for continuance of ELA and math tutorials. Students requested specifics in regards to field trips and supplies needed

Parent Involvement: ELAC: Parents requested more tutoring options: suggested hiring tutoring service from outside vendor for students who need less help than having teachers tutor students who need more intensive help; Suggested having the computer lab open in the mornings for students to work on Imagine Learning or Jiji.

Parent/Community Input: Continue to improve and streamline teacher to family communication and classroom assignment reporting methods so that it is more consistent across classrooms and grade levels. In addition to using the Smythe app for home/school communication from the office, teachers will begin to use it for classroom communication as well. To supplement app, website and marquee communication efforts the principal will

again begin sending home a monthly newsletter to communicate in a bigger picture way instead of the small snapshots of communication we currently rely on. Increase parent training opportunities: English classes, how to help students with homework, Spanish classes, Citizenship, School Loop, understanding common core standards. As a result we will host Parent University and use our Counselor to coordinate parent training opportunities. Increase K2 enrichment opportunities. We have many enrichment opportunities for students in grades 3 and above but fewer for K2 students. We will make a determined effort to increase the opportunities for enrichment in the arts and sciences for our youngest students. Tutoring is valuable and needed and the best time for families is in the afternoon. We have budgeted for continued tutoring in math and ELA with an emphasis on writing. Restroom cleanliness is an issue so we will work with custodial staff and students to improve the daily cleanliness.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Goal 1: Improve academic performance and eliminate achievement gaps.

Goal 1

Funding to provide services to staff and students to improve academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7

Local Priorities: 1, 2, 3, 5

Identified Need:

ES:

CAASPP and Local Assessments show persistent, significant achievement gaps between subgroups. 2018 CAASPP scores for Smythe Academy in ELA were greater than Twin Rivers in ELA 37% Smythe, 35% TRUSD; in Math, Smythe Academy CAASPP scores were 28%, compared to TRUSD at 27%. Smythe Academy's CAASPP overall test scores are lower than average scores for Sacramento County and California.

MS:

CAASPP along with Local and district assessments will show an improvement in scores. 2018 CAASPP scores in ELA were 37% met/exceeded, and math were 28% met/exceeded.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ES: CAASPP, ELA and math data will show minimum annual increase of 5 percentage points as evidence of deepening implementation of the CCCSS. The percentage of K3 students meeting or exceeding the End of Year Fountas and Pinnell goals will increase 10% annually. 5% annual increase over baseline ELPAC scores (English Language Proficiency Assessments for California)</p> <p>MS: CELDT CAASP All students</p>	<p>ES: 2017-18 CAASPP ELA (Preliminary) =32% Math (Preliminary) =31% 2016-17 K3 57% of students met or exceeded the End of Year goal. Last year of CELDT Administration</p> <p>MS: Level 1: 56.0% Level 2: 32.2% L2 LTEL: 46.1% ELA: 24% Math: 22% Q1: ELA 8th: 41%, 7th: 37% Math 8th: 35%, 7th: 46% Q2: ELA 8th: 48.7%, 7th: 39.1%. Math 8th: 44.1%, 7th: 30% Q3: ELA 8th: 54.1%, 7th: 39.1%, Math 8th: 11.11%,</p>	<p>ES: ELA= 37% Math=36% K2: 67% Collect baseline ELPAC rates for 3rd6th: (Unavailable as of 5/25/18) MS: Level 1: 60% Level 2: 35% L2 LTEL: 50% ELA: 48% Math: 31% Improve TRUSD benchmarks: ELA: 7th60%, 8th – 55% Math: 7th – 49%, 8th – 35% By fourth quarter.</p>	<p>ES: ELA= 42% Math=41% K2: 77% Appropriate passage rate increase, based on baseline rates. MS: Level 1: 62% Level 2: 39% L2 LTEL: 52% ELA: 53% Math: 36% Improve TRUSD benchmarks: ELA: 7th – 65%, 8th: 60% Math: 7th – 54%, 8th – 40% By fourth quarter.</p>	<p>ES: ELA= 47% Math=46% K2: 87% Appropriate passage rate increase, based on year 2 rates. MS: Level 1: 65% Level 2: 43% L2 LTEL: 55% ELA: 58% Math: 41% Improve TRUSD benchmarks: ELA: 7th – 70%, 8th65% Math: 7th – 59%, 8th – 45% By fourth quarter.</p>

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Location(s):

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

School-wide

OR

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

Students to be Served:

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

All students

Scope of Services:

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

School wide

Location(s):

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

Both Smythe SES and SMS

Actions/Services

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

1.1
ES: Provide professional development to support implementation of the school's

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

1.1
ES: Provide professional development to support implementation of the school's

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

ES:
Provide professional development to support implementation of the school's instructional

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

instructional program (i.e. ELA, ELD, math, PLC, instructional technology)
 MS: Instructional support will be provided via a team of TOSA's (staffed from Smythe and the district office), who work with individual teachers and our site to promote instructional excellence in CCSS teaching and implementation
 Two .5 FTE positions

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

instructional program (i.e. ELA, ELD, math, PLC, arts integration, instructional technology)
 MS: Due to changes in district support, TOSA's will no longer be utilized within Smythe Academy. Beginning in 2018/2019 SY, Smythe middle will hire an SST to support students.

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

program (i.e. ELA, ELD, math, PLC, instructional technology)
 MS: Due to changes in district support, TOSA's will no longer be utilized within Smythe Academy. Beginning in 2018/2019 SY, Smythe middle will hire an SST to support students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$30,000 MS: \$101,173 {Add amount here}	ES: \$25,000 MS: \$120,614 {Add amount here}	ES: \$30,000 MS: \$126,0498.92
Source	ES: Sup/Con MS: Sup/Con {Add source here}	ES: Sup/Con MS: Sup/Con {Add source here}	ES: Sup./Con
Budget Reference	ES: 1xxx, 5xxx MS: 1xxx, 3xxx {Add budget reference here}	ES: 1xxx, 5xxx MS: 1xxx, 3xxx {Add budget reference here}	ES: 1xxx, 3xxx, 5xxx

Planned Actions / Services

Action 2

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income	School Wide	All Schools
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Actions/Services

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

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

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

Unchanged	Modified	Unchanged Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2 ES: Provide funding for outside of school tutoring coordinated by SST for intervention.	1.2 ES: Provide funding for outside of school tutoring coordinated by SST for intervention.	1.2 ES: Provide funding for outside of school tutoring coordinated by SST for intervention.
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MS: Additional support for P.E. and Art classes provided by paraeducator.

MS: Additional support for P.E. and Art classes provided by paraeducator.

MS: Additional support for P.E. and Art classes provided by paraeducator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$12,000 MS: \$6,870	ES: \$15,000 MS: \$7,076	ES: \$20,000 MS: \$7,288
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 2xxx, 3xxx	ES: 1xxx, 3xxx MS: 2xxx, 3xxx	ES: 1xxx, 3xxx MS: 2xxx, 3xxx

Planned Actions / Services

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served:

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

English Learners, Foster Youth

Scope of Services:

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

School wide

Location(s):

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

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

1.3
ES: Staff Student Support Teacher position to provide direct intervention services to students, with specific emphasis on English Learners and monitoring of their progress, during and outside of the school day.
MS: Provide up to .6 FTE LTEL/ELD staff

2018-19 Actions/Services

1.3
ES: Staff Student Support Teacher position to provide direct intervention services to students, with specific emphasis on English Learners and monitoring of their progress, during and outside of the school day.
MS: Provide up to .6 FTE LTEL/ELD staff

2019-20 Actions/Services

1.3
ES: Staff Student Support Teacher position to provide direct intervention services to students, with specific emphasis on English Learners and monitoring of their progress, during and outside of the school day.
MS: Provide up to .4 FTE LTEL/ELD staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$122,000 MS: \$51,000	ES: \$127,000 MS: \$52,530	ES: \$127,000 MS: \$51,166
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx

Planned Actions / Services

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	School wide	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 Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.4
 ES: Fund outside of the school day collaboration for teachers up to 2 hours per week to support Common Core Standards and PLC implementation.

 MS: Provide additional sections of ELA, History, science, and PE teachers to reduce class sizes. 2.4 FTE teachers

1.4
 ES: Fund outside of the school day collaboration for teachers 1 hour per week, and 1/2 day collaboration per grade level, per 6-7 week period to support Common Core Standards and PLC implementation.

 MS: Provide additional sections of ELA, History, science, and PE teachers to reduce class sizes. 2.4 FTE teachers

1.4
 ES: Fund outside of the school day collaboration for teachers up to 2 hours per week, and 1/2 day collaboration per grade level, per 6-7 week period to support Common Core Standards and PLC implementation.

 MS: Provide additional sections of ELA, History, science, and PE teachers to reduce class sizes. 2.4 FTE teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$30,000 MS: \$145,771	ES: \$30,000 MS: \$150,114	ES: \$30,000 MS: \$159,121
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx

Planned Actions / Services

Action 5

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

Students to be Served:

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

Location(s):

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

[Empty selection box for Students to be Served]

[Empty selection box for Location(s)]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

School wide

All schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

1.5
ES: Fund Instructional Support TOSA

MS: Provide stipends for department leaders to attend site ILT meetings.

2018-19 Actions/Services

1.5
ES: Twin Rivers has ended the Instructional Support TOSA position.

MS: Provide stipends for department and team leaders to attend site ILT meetings

2019-20 Actions/Services

1.5
ES: Twin Rivers has ended the Instructional Support TOSA position.

MS: Provide stipends for department and team leaders to attend site ILT meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$48,349 MS: \$4,700	MS: \$5,000	MS: \$5,000
Source	ES: Sup/Con MS: Sup/Con	MS: Sup/Con	MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx

Planned Actions / Services

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

~~Unchanged~~ Modified

2017-18 Actions/Services

1.6
ES: Fund Bilingual Paraprofessionals (3) for English Learner Support

MS: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.

Purchase supplemental equipment and supplies for instructional technology.

2018-19 Actions/Services

1.6
ES: Fund Bilingual Paraprofessionals (2) for English Learner Support

MS: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.

Purchase supplemental equipment and supplies for instructional technology, and other necessary classroom supplies/materials that are not supported from other budgets.

2019-20 Actions/Services

1.6
ES: Fund Bilingual Paraprofessional (1) for English Learner Support

MS: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.

Purchase supplemental equipment and supplies for instructional technology, and other necessary classroom supplies/materials that are not supported from other budgets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$105,000 MS: \$95,000	ES: \$74,000 MS: \$10,000	ES: \$37,000 MS: \$10,000
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 2xxx, 3xxx MS: 4xxx	ES: 2xxx, 3xxx MS: 4xxx	ES: 2xxx, 3xxx MS: 4xxx

Planned Actions / Services

Action 7

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	School wide	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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7 ES: Purchase student books to supplement classroom libraries and add to the school's leveled book collection.	1.7 ES: Purchase student books to supplement classroom libraries and add to the school's leveled book collection.	1.7 ES: Purchase student books to supplement classroom libraries and add to the school's leveled book collection.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MS: Fund after school tutorials (to include after school programs) and transportation.

MS: Fund after school tutorials (to include after school programs) and transportation.

MS: Fund after school tutorials (to include after school programs) and transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$7,250 MS: \$36,000	ES: \$8,000 MS: \$15,000	ES: \$8,000 MS: \$15,000
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 4xxx MS: 1xxx, 3xxx	ES: 4xxx MS: 1xxx, 3xxx	ES: 4xxx MS: 1xxx, 3xxx

Planned Actions / Services

Action 8

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

School wide

Location(s):

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

Specific Grade spans, Transitional Kindergarten 6th Grade

Actions/Services

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

New

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

Modified

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

~~Modified~~ ~~Unchanged~~

2017-18 Actions/Services

1.8
ES: Purchase books and materials to institute a K-2 home to school, book program.

2018-19 Actions/Services

1.8
ES: Purchase books and materials to institute a K-2 home to school, book program.

2019-20 Actions/Services

1.8
ES: Purchase books and materials to institute a K-2 home to school, book program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$4,000	ES: \$7,000	ES: \$3,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxxx	ES: 4xxxx	ES: 4xxxx

Planned Actions / Services

Action 9

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
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<u>ALL</u>	<u>K-6</u>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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English Learners, Foster Youth, Low Income	School-wide	Specific Grade spans, Transitional Kindergarten-6th Grade
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
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New	Modified	Modified Unchanged
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<p>2017-18 Actions/Services</p> <p>1.9 ES: Print Shop printing services for classroom and administrative purposes.</p>	<p>2018-19 Actions/Services</p> <p>1.9 ES: Print Shop printing services for classroom and administrative purposes.</p>	<p>2019-20 Actions/Services</p> <p>1.9 ES: Print Shop printing services for classroom and administrative purposes.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$6,300	ES: \$8,000	ES: \$8,000
Source	ES: Site Base	ES: Supplemental/Concentration	ES: <u>Site</u> <u>Base</u> supplemental/Concentration
Budget Reference	ES: 5xxx	ES: 5xxx	ES: 5xxx

Planned Actions / Services

Action 10

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income	School wide	Specific Grade spans, Transitional Kindergarten-6 th Grade
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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

Modified

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.10
ES: Provide substitute teachers to assist with assessment, articulation meetings, intervention meetings, and peer observations.

1.10
ES: Provide substitute teachers to assist with assessment, articulation meetings, intervention meetings, and peer observations.

1.10
ES: Provide substitute teachers to assist with assessment, articulation meetings, intervention meetings, and peer observations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$15,000	ES: \$10,000	ES: \$6,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 1xxx, 3xxx	ES: 1xxx, 3xxx	ES: 1xxx, 3xxx

Planned Actions / Services

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten-6 th Grade

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.11 ES: Provide funding to ensure the school library collection is current and supports CA standards and the school's instructional program.	1.11 ES: Provide funding to ensure the school library collection is current and supports CA standards and the school's instructional program.	1.11 ES: Provide funding to ensure the school library collection is current and supports CA standards and the school's instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$5,725	ES: \$5,000	ES: \$5,000
Source	ES: Site Base: \$1,725 (required) Supplemental/Concentration: \$4,000 (supplemental)	ES: Site Base: \$1,725 (required) Supplemental/Concentration: \$4,000 (supplemental)	ES: Site Base: \$1,725 (required) Supplemental/Concentration: \$4,000 (supplemental)

Year	2017-18	2018-19	2019-20
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 12

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	Specific Grade spans, Transitional Kindergarten-6 th Grade

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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	Modified	Unchanged Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.12
ES: Fund purchase of office supplies, equipment service agreements and equipment for school administrative purposes.

1.12
ES: Fund purchase of office supplies, equipment service agreements and equipment for school administrative purposes.

1.12
ES: Fund purchase of office supplies, equipment service agreements and equipment for school administrative purposes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$20,000	ES: \$18,000	ES: \$19,000
Source	ES: Site Base	ES: Site Base	ES: Site Base
Budget Reference	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Planned Actions / Services

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

--	--

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

School wide

Location(s):

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

Specific Grade spans, Transitional Kindergarten-6th Grade

Actions/Services

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

New

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

Modified

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

~~Unchanged~~Modified

2017-18 Actions/Services

1.13
ES: Purchase supplemental curriculum materials to support the instructional program.

2018-19 Actions/Services

1.13
ES: Purchase supplemental curriculum materials to support the instructional program.

2019-20 Actions/Services

1.13
ES: Purchase supplemental curriculum materials to support the instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000	ES: \$5,000	ES: \$3,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 14

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners, Foster Youth, Low Income	School wide	Specific Grade spans, Transitional Kindergarten-6 th Grade

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
Modified	Modified	Unchanged Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.14 ES: Supplemental electronic learning resources for students and teachers (i.e.	1.14 ES: Supplemental electronic learning resources for students and teachers (i.e.	1.14 ES: Supplemental electronic learning resources for students and teachers (i.e.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Imagine Learning, ST Math, ESGI)

Imagine Learning, ST Math, ESGI, Mystery Science, Brain Pop, NewsELA Pro, Learning AZ, Raz Kids)

Imagine Learning, ST Math, ESGI, Mystery Science, Brain Pop, NewsELA Pro, Learning AZ, Raz Kids)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$70,500	ES: \$60,000	ES: \$30,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 5xxx	ES: 5xxx	ES: 5xxx

Planned Actions / Services

Action 15

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

School wide

Location(s):

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

Specific Grade spans, Transitional Kindergarten-6th Grade

Actions/Services

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

New

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

Modified

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

~~Unchanged~~Modified

2017-18 Actions/Services

1.15
ES: Extra classified and certificated duty hours for school app administrator and supplemental site committee work.

2018-19 Actions/Services

1.15
ES: Extra duty hours: Classified for school app administrator and to provide students with learning opportunities outside of the school day; Certificated duty hours and stipends for supplemental site committee work.

2019-20 Actions/Services

1.15
ES: Extra duty hours: Classified for school app administrator and to provide students with learning opportunities outside of the school day; Certificated duty hours and stipends for supplemental site committee work.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$10,000	ES: \$12,500	ES: \$11,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 1xxx, 2xxx, 3xxx	ES: 1xxx, 2xxx, 3xxx	ES: 1xxx, 2xxx, 3xxx

Planned Actions / Services

Action 16

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten/Kindergarten

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	New	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.16 This action/service is new for 201819	Staff Kindergarten Paraprofessional to provide instructional and teacher support for Transitional Kindergarten and Kindergarten classrooms.	Staff Kindergarten Paraprofessional to provide instructional and teacher support for Transitional Kindergarten and Kindergarten classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	This action/service is new for 2018/19	ES: \$24,000	ES: \$24,000
Source	This action/service is new for 2018/19	ES: Supplemental/Concentration	ES: Supplemental/Concentration
Budget Reference	This action/service is new for 2018/19	ES: 1xxx, 2xxx	ES: 1xxx, 2xxx

Planned Actions / Services

Action 17

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Kindergarten-3rd Grade
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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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This action is new in 2018/19.

ES: Fund additional staffing for class size reduction in Kindergarten-3rd grade.

ES: Fund additional staffing for class size reduction in Kindergarten-3rd grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	This action is new in 2018/19.	ES: \$420,000	ES: \$420,000
Source	This action is new in 2018/19.	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	This action is new in 2018/19.	ES: 1xxx, 3xxx	ES: 1xxx, 3xxx

Planned Actions / Services

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

N/A

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

New

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

[Unchanged](#)[Modified](#)

2017-18 Actions/Services

This action is new in 201819.

2018-19 Actions/Services

ES: Smythe will recruit new teachers and develop all teachers to support improved student achievement in an expanded school day through continuing with additional 7 instructional minutes to each school day, additional student free professional development for instructional staff and higher beginning teacher salaries.

2019-20 Actions/Services

ES & MS: Smythe will recruit new teachers and develop all teachers to support improved student achievement in an expanded school day through continuing with additional 7 instructional minutes to each school day, additional student free professional development for instructional staff and higher beginning teacher salaries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		ES: \$82,158	ES: \$100,82,774 158 MS: \$73,228
Source		Supplemental Concentration	Supplemental Concentration

Year	2017-18	2018-19	2019-20
Budget Reference		1xxx, 3xxx	1xxx, 3xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged

Goal 2

Goal 2: Provide engagement and enrichment opportunities in the arts, sciences and technology to ensure students graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7
 Local Priorities: 1, 2, 3

Identified Need:

Feedback from parent and staff LCAP, SSC and ELAC meetings show a strong interest in ensuring students have greater access to enrichment opportunities in the arts & sciences charter focus areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ES: CAASPP, ELA and math data will show minimum annual increase of 5 percentage points as evidence of deepening implementation of the CCCSS. 5% growth in total number of students participating in outside of school activities. Decrease in student: computer ratio from current 2:1 t to 1:1. MS: AG: Im1 Honors courses (8th grade science, math, MESA/STEAM, AVID, and history)</p>	<p>ES: 201617 CAASPP ELA (Preliminary) =32% Math (Preliminary) =31% MESA Expanding Horizons STEM for Girls (UC Davis) Missoula Children's Theater High Achievers (GATE) Choir Academic Talent Search MASTERS Sports League</p> <p>201617; 1:2 MS: # of students: 25 # of students: 29</p>	<p>ES: ELA= 37% Math=36% MESA Expanding Horizons STEM for Girls (UC Davis) Missoula Children's Theater High Achievers (GATE) Choir Academic Talent Search MASTERS Sports League Add new opportunities 1:1 in K6 MS: # of students: 25 # of students: 32</p>	<p>ES: ELA= 42% Math=41% MESA Expanding Horizons STEM for Girls (UC Davis) Missoula Children's Theater High Achievers (GATE) Choir Academic Talent Search MASTERS Sports League String Instrument Class Dance MS: # of students: 25 # of students: 32</p>	<p>ES: ELA= 47% Math=46% MESA Expanding Horizons STEM for Girls (UC Davis) Missoula Children's Theater High Achievers (GATE) Choir Academic Talent Search MASTERS Sports League Add new opportunities MS: # of students: 25 # of students: 32</p>

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

School wide

All Schools, Transitional Kindergarten-6th Grade

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](#)[Unchanged](#)

2017-18 Actions/Services

2.1
ES: Fund VAPA TOSAS (2) for K2 Art and 36 Music

MS: Provide 8th grade Honors students with the opportunity to enroll in higher level science, U.S. History, AVID, MESA/STEAM and ELA courses. Budget needed for supplies, licensing software, science consumables, and field trips.

2018-19 Actions/Services

2.1
ES: Fund VAPA TOSAS (2) for K2 Art and 36 Music

MS: Provide 8th grade Honors students with the opportunity to enroll in higher level science, U.S. History, AVID, MESA/STEAM and ELA courses. Budget needed for supplies, licensing software, science consumables, and field trips.

2019-20 Actions/Services

2.1
ES: Fund VAPA TOSAS (2) for K2 Art and 36 Music

MS: Provide 8th grade Honors students with the opportunity to enroll in higher level science, U.S. History, AVID, MESA/STEAM and ELA courses. Budget needed for supplies, licensing software, science consumables, and field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$64,209 MS: \$15,000	ES: \$65,000 MS: \$15,000	ES: \$65,000 MS: \$15,000
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 4xxx, 5xxx	ES: 1xxx, 3xxx MS: 4xxx, 5xxx	ES: 1xxx, 3xxx MS: 4xxx, 5xxx

Planned Actions / Services

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text" value="English Learners, Foster Youth, Low Income"/>	<input type="text" value="School wide"/>	<input type="text" value="All Schools, Transitional Kindergarten6th Grade"/>

Actions/Services

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

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

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

Unchanged

Modified

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2
ES: Staff Student Support Teacher to provide weekly science lab-based instruction based on Next Generation Science Standards.

MS: Increased advertisements for parents meetings to include ELAC. Costs for banners, printing, and mail.

2.2
ES: Staff Student Support Teacher to provide weekly science lab-based instruction based on Next Generation Science Standards.

MS: Increased advertisements for parents meetings to include ELAC. Costs for banners, printing, and mail.

2.2
ES: Staff Student Support Teacher to provide weekly science lab-based instruction based on Next Generation Science Standards.

MS: Increased advertisements for parents meetings to include ELAC. Costs for banners, printing, and mail.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$90,000 MS: \$2,000	ES: \$108,000	ES: \$98,000
Source	ES: Sup/Con MS: Site Based Allocation	ES: Supplemental/Concentration	ES: Supplemental/Concentration
Budget Reference	ES: 1xxx, 3xxx MS: 5xxx	ES: 1xxx, 3xxx	ES: 1xxx, 3xxx

Planned Actions / Services

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners, Foster Youth, Low Income	School wide	Specific Schools, Transitional Kindergarten-6th

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
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Unchanged	Modified	Unchanged Modified
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<p>2017-18 Actions/Services</p>	<p>2018-19 Actions/Services</p>	<p>2019-20 Actions/Services</p>
2.3 ES: Provide enrichment opportunities during and outside of the school day.	2.3 ES: Provide enrichment opportunities during and outside of the school day.	2.3 ES: Provide enrichment opportunities during and outside of the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$10,500	ES: \$12,000	ES: \$19,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 1xxx, 4xxx, 5xxx	ES: 1xxx, 4xxx, 5xxx	ES: 1xxx, <u>3xxx</u> , 4xxx, 5xxx

Planned Actions / Services

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text" value="English Learners, Foster Youth, Low Income"/>	<input type="text" value="School wide"/>	<input type="text" value="Specific Grade spans, Transitional Kindergarten-6<sup>th</sup> Grade"/>

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.4
ES: Purchase supplemental equipment and supplies for instructional technology and school community use

2.4
ES: Purchase supplemental equipment and supplies for instructional technology and school community use

2.4
ES: Purchase supplemental equipment and supplies for instructional technology and school community use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$8,000	ES: \$45,000	ES: \$45,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 5

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

Students to be Served:

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

Location(s):

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

All students

Specific Grade spans, Transitional Kindergarten6th Grade

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.5
ES: Fund scholarships to allow students to take academic talent search classes at CSUS.

This action/service is being moved to and included in 2.10.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$1,000	This action/service is being moved to and included in 2.10.	
Source	ES: Sup/Con	This action/service is being moved to and included in 2.10.	
Budget Reference	ES: 5xxx	This action/service is being moved to and included in 2.10.	

Planned Actions / Services

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten-6th Grade

Actions/Services

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

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

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

Unchanged

Modified

~~Unchanged~~ Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.6
ES: Provide supplemental funding to ensure every student attends a minimum of two field trips per year.

2.6
ES: Provide supplemental funding to ensure every student attends a minimum of two field trips per year.

2.6
ES: Provide supplemental funding to ensure every student attends a minimum of two field trips per year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$7,000	ES: 15,000	ES: 12,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 5xxx	ES: 5xxx	ES: 5xxx

Planned Actions / Services

Action 7

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

Students to be Served:

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

Location(s):

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

All Students

Specific Grade spans, Transitional Kindergarten-6th-Grade

OR

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

Students to be Served:

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

[English Learners, Foster Youth, and/or Low Income](#)

Scope of Services:

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

[School wide](#)

Location(s):

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

[Specific Grade spans, Transitional Kindergarten-6th Grade](#)

Actions/Services

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

New

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

Modified

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

[Unchanged](#)[Modified](#)

2017-18 Actions/Services

2.7
ES: Offer GATE class in the arts or sciences once per trimester.

2018-19 Actions/Services

2.7
ES: Offer GATE class in the arts or sciences once per trimester.

2019-20 Actions/Services

2.7
ES: Offer GATE class in the arts or sciences once per trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$1,027	ES: \$1,170	ES: \$1,000
Source	ES: GATE	ES: GATE	ES: Supplemental/Concentration
Budget Reference	ES: 1xxx, 3xxx, 4xxx	ES: 1xxx, 3xxx, 4xxx	ES: 1xxx, 3xxx, 4xxx

Planned Actions / Services

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text" value="English Learners, Foster Youth, Low Income"/>	<input type="text" value="School wide"/>	<input type="text" value="Specific Grade spans, Transitional Kindergarten-6<sup>th</sup> Grade"/>

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
<input type="text" value="New"/>	<input type="text" value="Modified"/>	<input type="text" value="UnchangedModified"/>

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<input type="text" value="2.8 ES: Fund additional after school class in the MASTERS program for up to 20 students."/>	<input type="text" value="2.8 ES: Fund additional after school class in the MASTERS program for up to 20 students."/>	<input type="text" value="2.8 ES: Fund additional after school class in the MASTERS program for 40 students."/>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$13,500	ES: \$20,000	ES: \$24,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 5xxx	ES: 5xxx	ES: 5xxx

Planned Actions / Services

Action 9

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.9
ES: Provide funding for equipment, staffing and participation for after school sports.

2.9
ES: Provide funding for equipment, staffing and participation for after school sports.

2.9
ES: Provide funding for equipment, staffing and participation for after school sports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$4,000	ES: \$3,000	ES: \$3,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 5xxx	ES: 5xxx	ES: 5xxx

Planned Actions / Services

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

School wide

Location(s):

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

Specific Grade spans, Transitional Kindergarten-6th Grade

Actions/Services

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

New

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

Modified

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

~~Unchanged~~Modified

2017-18 Actions/Services

2.10
ES: Provide field trips and purchase supplies to contribute to a college and career going school culture.

2018-19 Actions/Services

2.10
ES: Provide field trips, purchase supplies and fund scholarships for Academic Talent Search classes at CSUS to contribute to a college and career going school culture.

2019-20 Actions/Services

2.10
ES: Provide field trips, purchase supplies and fund scholarships for Academic Talent Search classes at CSUS to contribute to a college and career going school culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$1,500	ES: \$4,500	ES: \$3,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified

Goal 3

Goal 3: Provide support, services, and training for our parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8
Local Priorities: 1, 2, 3, 4

Identified Need:

Feedback from parent and staff LCAP, SSC and ELAC meetings the Smythe Family Survey, and from informal parent conversations show a strong interest in parent training opportunities and family support services to strengthen families and support their children’s academic success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ES: 5% growth in total number of parents participating in classes/trainings. Collect baseline family survey data, then 5% growth annually thereafter.	ES: Carianza con Ninos Parent University CAASPP for Parents Jiji for Parents CABE Conference Collect baseline data in spring 2017-18 with item	ES: Carianza con Ninos Parent University CAASPP for Parents Jiji for Parents CABE Conference Add new opportunities 5% increase over baseline question data.	ES: Carianza con Ninos Parent University CAASPP for Parents Jiji for Parents CABE Conference Volunteer support and supplies 5% increase over baseline	ES: Carianza con Ninos Parent University CAASPP for Parents Jiji for Parents CABE Conference Add new opportunities 5% increase over baseline question data.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5% growth in the number of families completing their 30 volunteer hours. MS: Out of school suspensions (in # of instances) Safety survey: Very safe ExtraCurricular Activities Evening Activities	asking about the extent to which we meet their needs with training opportunities we offer. 18 families, 3% of Smythe ES families MS: 139 7th: 29% 8th: 32% 8 increase over 201516	65 families, 12% of Smythe ES families. A 9% increase over 2015-16 MS: 126 7th: 35% 8th: 37% 10	question data. 14% of families, a 5% increase over 2017-18 MS: 114 7th: 40% 8th: 4	19% of families, a 5% increase over 2018-19 MS: 103 7th: 45% 8th: 47% 14

Planned Actions / Services

Action 1

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

Location(s):

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

Students to be Served:

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

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OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

School wide

Location(s):

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

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

Unchanged

2017-18 Actions/Services

3.1
ES: Fund full time counselor above the base staffing to support social/emotional health of students and families and coordinate support/training opportunities for families.

MS: Reduction of suspension by 10%. Provide in house PD to our teachers on classroom management. Provide substitutes for staff members to visit peers.

2018-19 Actions/Services

3.1
ES: Fund full time counselor above the base staffing to support social/emotional health of students and families and coordinate support/training opportunities for families.

MS: Reduction of suspension by 10%. Provide in house PD to our teachers on classroom management; to include topics to provide improves classroom and student services. Provide substitutes for staff members to visit peers.

2019-20 Actions/Services

3.1
ES: Fund full time counselor above the base staffing to support social/emotional health of students and families and coordinate support/training opportunities for families.

MS: Reduction of suspension by 10%. Provide in house PD to our teachers on classroom management; to include topics to provide improves classroom and student services. Provide substitutes for staff members to visit peers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$110,000	ES: \$125,000	ES: \$125,000

Year	2017-18	2018-19	2019-20
	MS: \$5,000	MS: \$5,000	MS: \$5,000
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 5xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 5xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 5xxx

Planned Actions / Services

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text" value="All students"/>	<input type="text" value="All schools"/>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3.2
ES: Fund parent and staff attendance at conferences relevant to their needs including, but not limited to CABE (California Association of Bilingual Educators) conference.

MS: To increase attendance, Smythe MS will provide home to school transportation.

2018-19 Actions/Services

3.2
ES: Fund parent and staff attendance at conferences and provide funding for adult education classes.

MS: To increase attendance, Smythe MS will provide home to school transportation.

2019-20 Actions/Services

3.2
ES: Fund parent and staff attendance at conferences and provide funding for adult education classes.

MS: To increase attendance, Smythe MS will provide home to school transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$4,400 MS: \$285,000	ES: \$4,000 MS: \$310,650	ES: \$2,000 MS: \$332,396
Source	ES: Title 1 parent Involvement; Sup/Con MS: Sup/Con	ES: Supplemental/Concentration MS: Sup/Con	ES: Supplemental/Concentration MS: Sup/Con
Budget Reference	ES: 4xxx MS: 5xxx	ES: 1xxx, 3xxx, 5xxx MS: 5xxx	ES: 1xxx, 3xxx, 5xxx MS: 5xxx

Planned Actions / Services

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Groups/~~All students~~**Location(s):**

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

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

Unchanged

2017-18 Actions/Services

3.3
ES: Provide funding for a.m. and p.m. adult classes (e.g. English, Spanish, parenting, how to help your child with schoolwork; citizenship, Parent University).

MS: Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by supplementing for classroom supplies and

2018-19 Actions/Services

3.3
ES: This action/service is being combined with 3.2.

MS: Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by supplementing for classroom supplies and materials that would not otherwise be provided.

2019-20 Actions/Services

3.3
ES: This action/service is being combined with 3.2.

MS: Increase the frequency of Project Based Learning and Community Service Projects that support our Charter Programs by supplementing for classroom supplies and materials that would not otherwise be provided.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

materials that would not otherwise be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000 MS: \$110,000	ES: \$0 MS: \$110,000	ES: \$0 MS: \$110,000
Source	ES: Sup/Con MS: Sup/Con	ES: N/A MS: Sup/Con	ES: N/A MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 4xxx	ES: N/A MS: 4xxx	ES: N/A MS: 4xxx

Planned Actions / Services

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Groups/~~All students~~

Location(s):

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

All schools

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

3.4
ES: Provide interpreters to ensure all families can equitably participate in classes, meetings and other school events.

MS: To increase parent and student engagement, we will continue with the Activities & Activities Director. Position will also work with Leadership students and attend workshops/PD. Will work closely with leadership students, staff, and admin to increase student, staff, and family engagement events and activities. Will provide activities for staff, including incentive rewards such as (but not limited to): school pride clothing and incentive items bags, water canteens, catering for events. Student and family engagement events will be tied to PBIS reward programs and recruitment.

2018-19 Actions/Services

ES: Provide interpreters to ensure all families can equitably participate in classes, meetings and other school events.

MS: To increase parent and student engagement, we will continue with the Activities & Activities Director. Position will also work with Leadership students and attend workshops/PD. Will work closely with leadership students, staff, and admin to increase student, staff, and family engagement events and activities. Will provide activities for staff, including incentive rewards such as (but not limited to): school pride clothing and incentive items bags, water canteens, catering for events. Student and family engagement events will be tied to PBIS reward programs and recruitment.

2019-20 Actions/Services

ES: Provide interpreters to ensure all families can equitably participate in classes, meetings and other school events.

MS: To increase parent and student engagement, we will continue with the Activities & Activities Director. Position will also work with Leadership students and attend workshops/PD. Will work closely with leadership students, staff, and admin to increase student, staff, and family engagement events and activities. Will provide activities for staff, including incentive rewards such as (but not limited to): school pride clothing and incentive items bags, water canteens, catering for events. Student and family engagement events will be tied to PBIS reward programs and recruitment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000 MS: \$110,000 AD Salary; \$70,000 materials and supplies	ES: \$3,000 MS: \$131,841 AD salary; \$15,000	ES: \$2,000 MS: \$136,455 AD salary; \$15,000
Source	ES: \$1,500 Site Based (required); \$1,500 Sup/Con MS: Sup/Con	ES & MS: Sup/Con	ES & MS: Sup/Con
Budget Reference	ES: 5xxx MS: 1xxx, 3xxx, 4xxx	ES & MS: 1xxx, 3xxx, 4xxx	ES & MS: 1xxx, 3xxx, 4xxx

Planned Actions / Services

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.5
ES: Provide snacks, refreshments and incentives to increase parent participation in classes, meetings and other school events.

3.5
ES: Provide snacks, refreshments and incentives to increase parent participation in classes, meetings and other school events.

3.5
ES: Provide snacks, refreshments and incentives to increase parent participation in classes, meetings and other school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$4,200	ES: \$4,000	ES: \$4,000
Source	ES: Site Base (\$3,000); Sup/Con (\$1,200)	ES: Site Base (\$400); Sup/Con (\$3,600)	ES: Site Base (\$400); Sup/Con (\$3,600)
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

2017-18 Actions/Services

3.6
ES: Ensure an aligned K-6 homeschool communication system utilizing the Smythe app K6 and organizational planners, 3rd-6th.

2018-19 Actions/Services

3.6
ES: Ensure an aligned K-6 homeschool communication system utilizing the Smythe app K6 and organizational planners, 3rd-6th.

2019-20 Actions/Services

3.6
ES: Ensure an aligned K-6 homeschool communication system utilizing the Smythe app K6 and organizational planners, 3rd-6th.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000	ES: \$1,200	ES: \$1,200
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Planned Actions / Services

Action 7

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten-6th Grade
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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

Modified

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.7
ES: Provide funding for school signage for wayfinding, to advertise school classes, meetings, school events and to communicate information to the school community.

3.7
ES: Provide funding for school signage for wayfinding, to advertise school classes, meetings, school events and to communicate information to the school community.

3.7
ES: Provide funding for school signage for wayfinding, to advertise school classes, meetings, school events and to communicate information to the school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$2,000	ES: \$1,000	ES: \$2,000
Source	ES: Site Base	ES: Supplemental/Concentration	ES: Supplemental/Concentration
Budget Reference	ES: 5xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Planned Actions / Services

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

Schoolwide

Specific Grade spans, Transitional Kindergarten-6th Grade

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

New

[Unchanged](#)[Modified](#)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.8

This action/service is new for 2018-19

3.8

Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.

3.8

Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A: This action/service is new for 201819	ES: \$21,000	ES: \$24,000
Source	N/A: This action/service is new for 201819	ES: Supplemental/Concentration	ES: Supplemental/Concentration
Budget Reference	N/A: This action/service is new for 201819	ES: 1xxx, 2xxx	ES: 1xxx, 2xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified

Goal 4

Goal 4: Ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8
 Local Priorities: 1, 2, 3, 4

Identified Need:

Input from parent and staff LCAP meetings show a desire to ensure that classroom and campus environment is safe, well maintained and conducive to learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ES: 5% increase on family survey data noted in Annual Update, Goal 4 "Actual outcomes" MS: Suspensions by subgroup	ES: An average of 91% of families Strongly Agree or Agree on items noted in Annual Update, Goal 4 "Actual Outcomes" MS: Black/AA 45/455 enrolled: 26.8% Hispanic/Latino 319/455 enrolled 21% White 106/455 enrolled 13% Asian/Pac.Isl./Am.Indian 9/454 enrolled 45%	ES: 5% increase on family survey data noted in Annual Update, Goal 4 "Actual outcomes" MS: Black/AA – 23% Hispanic/Latino – 20% White – 12% Asian	ES: 3% increase on family survey data noted in Annual Update, Goal 4 "Actual outcomes" MS: Black/AA – 20% Hispanic/Latino – 17% White – 10% Asian/Pac Isl./Am. Indian – 35%	ES: 2% increase on family survey data noted in Annual Update, Goal 4 "Actual outcomes" MS: Black/AA – 13% Hispanic/Latino – 15% White – 9% Asian/Pac Isl./Am. Indian – 30%

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.1
ES: Vice Principal, above the base staffing, will work with staff and students to ensure systems of success are put in place to support the prosocial behavior of our students; coordinate with counselor.

MS: PD tied to PLC implementation with a budget allocated to support actions. Additional support for PLC time out of

4.1
ES: Vice Principal will work with staff and students to ensure systems of success are put in place to support the prosocial behavior of our students; coordinate with counselor.

MS: PD tied to staff implementation with a budget allocated to support actions. Additional support for PLC time out of classrooms, staff professional development

4.1
ES: Vice Principal will work with staff and students to ensure systems of success are put in place to support the prosocial behavior of our students; coordinate with counselor.

MS: PD tied to staff implementation with a budget allocated to support actions. Additional support for PLC time out of classrooms, staff professional development

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

classrooms. Budget for sub, materials, and travel/conference costs.

and conferences. Budget for sub, materials, and travel/conference costs.

and conferences. Budget for sub, materials, and travel/conference costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$133,00 MS: \$15,000	ES: \$150,000 MS: \$5,148	ES: \$150,000 MS: \$5,000
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 4xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 4xxx	ES: 1xxx, 3xxx MS: 1xxx, 3xxx, 4xxx

Planned Actions / Services

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

~~Unchanged~~Modified

2017-18 Actions/Services

4.2
ES: Provide incentives to recognize and reinforce students as they work towards achieving attendance, behavior and academic goals.

MS: Smythe MS created PD tied to classroom management and cultural tolerance. Funds provide subs for teachers, PD materials and supplies, conference costs, and light refreshments and snacks.

2018-19 Actions/Services

4.2
ES: Provide incentives to recognize and reinforce students as they work towards achieving attendance, behavior and academic goals.

MS: Smythe MS created PD tied to classroom management and cultural tolerance. Funds provide subs for teachers, PD materials and supplies, conference costs, and light refreshments and snacks.

2019-20 Actions/Services

4.2
ES: Provide incentives to recognize and reinforce students as they work towards achieving attendance, behavior and academic goals.

MS: Smythe MS created PD tied to classroom management and cultural tolerance. Funds provide subs for teachers, PD materials and supplies, conference costs, and light refreshments and snacks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$7,000 MS: \$15,000	ES: \$8,000 MS: \$15,000	ES: \$7,000 MS: \$15,000

Year	2017-18	2018-19	2019-20
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 4xxx MS: 1xxx, 3xxx, 4xxx, 5xxx	ES: 4xxx MS: 1xxx, 3xxx, 4xxx, 5xxx	ES: 4xxx MS: 1xxx, 3xxx, 4xxx, 5xxx

Planned Actions / Services

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.3
 ES: Research, choose and pilot a supplemental social/emotional skills curriculum and plan for implementation in 2018-19.
 MS: To support our culture of positive behavior interventions support plans (PBIS), we will provide students with positive rewards. Examples (not limited to): field trips, Tshirts, ice cream socials, dances, and pizza parties, materials for lunchtime activities and games. Provide field trips to provide students with opportunities to experience engaging environments. Examples (not limited to): Exploratorium, Wetlands, and college tours.
 MS: Fund .5 FTE Assistant Principal and .4 FTE Counselor not covered by district allotment.

4.3
 ES: Research, choose and pilot a supplemental social/emotional skills curriculum and plan for implementation in conjunction with Twin Rivers PBIS school implementation.
 MS: To support our culture of positive behavior interventions support plans (PBIS), we will provide students with positive rewards. Examples (not limited to): field trips, Tshirts, ice cream socials, dances, and pizza parties, materials for lunchtime activities and games. Provide field trips to provide students with opportunities to experience engaging environments. Examples (not limited to): Exploratorium, Wetlands, and college tours.
 MS: Fund .5 FTE Assistant Principal and .4FTE Counselor not covered by district allotment.

4.3
 ES: Research, choose and pilot a supplemental social/emotional skills curriculum and plan for implementation in conjunction with Twin Rivers PBIS school implementation.
 MS: To support our culture of positive behavior interventions support plans (PBIS), we will provide students with positive rewards. Examples (not limited to): field trips, Tshirts, ice cream socials, dances, and pizza parties, materials for lunchtime activities and games. Provide field trips to provide students with opportunities to experience engaging environments. Examples (not limited to): Exploratorium, Wetlands, and college tours.
 MS: Fund .5 FTE Assistant Principal and .4 FTE Counselor not covered by district allotment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000 MS: PBIS \$80,000	ES: \$20,000 MS: PBIS \$80,000	ES: \$20,000 MS: PBIS \$80,000

Year	2017-18	2018-19	2019-20
	Counselor .4 FTE \$49,238.22 Assistant Principal: .5 FTE \$76,314.87	Counselor: \$50,715.37 AP: \$78,604.32	Counselor: \$50,215 AP: \$74,976
Source	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con	ES: Sup/Con MS: Sup/Con
Budget Reference	ES: 1xxx, 4xxx, 5xxx MS: 4xxx, 5xxx	ES: 1xxx, 4xxx, 5xxx MS: 4xxx, 5xxx	ES: 1xxx, 4xxx, 5xxx MS: 4xxx, 5xxx

Planned Actions / Services

Action 4

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Unchanged

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.4
ES: Provide funding for teachers to buy supplementary supplies for classroom, science fair and exploratory.

4.4
ES: Provide funding for teachers to buy supplementary supplies for classroom, science fair and exploratory.

4.4
ES: Provide funding for teachers to buy supplementary supplies for classroom, science fair and exploratory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$11,000	ES: \$11,000	ES: \$10,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

Schoolwide

4.5 Specific Grade spans, Transitional Kindergarten- 6th grade

Actions/Services

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

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

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

Unchanged

Modified

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ES: Hire and provide monthly training to noon duty supervisors.

ES: Hire and provide monthly training to noon duty supervisors.

ES: Hire noon duty supervisors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$16,000	ES: \$27,000	ES: \$31,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 1xxx, 2xxx	ES: 1xxx, 2xxx	ES: 1xxx, 3xxx -2xxx, 3xxx

Planned Actions / Services

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

Modified

~~Unchanged~~Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.6
ES: Fund school beautification and facilities improvement projects to enhance campus safety and increase school pride.

4.6
ES: Fund school beautification and facilities improvement projects to enhance campus safety and increase school pride.

4.6
ES: Fund school beautification and facilities improvement projects to enhance campus safety and increase school pride.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$66,500	ES: \$65,000	ES: \$65,000; \$6,500
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con; Site Base
Budget Reference	ES: 5xxx, 6xxx	ES: 5xxx, 6xxx	ES: 5xxx, 6xxx; 5xxx, 6xxx

Planned Actions / Services

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten 6th grade

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 Unchanged	Modified Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.7 ES: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.	4.7 ES: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.	4.7 ES: Purchase classroom furniture to better outfit classrooms for more flexible grouping and better enable teachers to implement our current instructional initiatives including model 21st Century classroom redesign.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$8,000	ES: \$8,000	ES: \$8,000
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con

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Year	2017-18	2018-19	2019-20
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	Specific Grade spans, Transitional Kindergarten 6 th grade

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	Modified	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.8
ES: Fund farmer's market, field trips, fresh fruit and vegetables in the classroom program and assemblies to support the health and wellness of students

4.8
ES: Fund farmer's market, field trips, fresh fruit and vegetables in the classroom program and assemblies to support the health and wellness of students

4.8
ES: Fund farmer's market, field trips, fresh fruit and vegetables in the classroom program and assemblies to support the health and wellness of students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$2,000	ES: \$3,500	ES: \$3,500
Source	ES: Sup/Con	ES: Sup/Con	ES: Sup/Con
Budget Reference	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Planned Actions / Services

Action 9

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text"/>	<input type="text"/>

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Grade spans, Transitional Kindergarten 6th grade**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

4.9
ES: Purchase supplemental physical education and supplemental playground supplies

2018-19 Actions/Services

4.9
ES: Purchase supplemental physical education and supplemental playground supplies

2019-20 Actions/Services

4.9
ES: Purchase supplemental physical education and supplemental playground supplies**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000	ES: \$3,000	ES: <u>\$3,02,500</u>
Source	ES: \$2,000 Site Based; \$1,000 Supplemental/Concentration	ES: \$2,000 Site Based; \$1,000 Supplemental/Concentration	ES: \$2,000 Site Based; \$1,000 Supplemental/Concentration
Budget Reference	ES: 4xxx	ES: 4xxx	ES: 4xxx

Planned Actions / Services

Action 10

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
All Students	All Schools

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
New	Unchanged	Unchanged
<p>2017-18 Actions/Services</p>	<p>2018-19 Actions/Services</p>	<p>2019-20 Actions/Services</p>
4.10 ES: Office furniture and flooring	4.10 ES: Office furniture and flooring	4.10 ES: Office furniture and flooring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$10,000	ES: \$10,000	ES: \$10,000
Source	ES: Site Base	ES: Site Base	ES: Site Base
Budget Reference	ES: 4xxx, 6xxx	ES: 4xxx, 6xxx	ES: 4xxx, 6xxx

Planned Actions / Services

Action 11

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<input type="text" value="All Students"/>	<input type="text" value="All Schools"/>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.11
ES: Staff recognition events and materials/supplies

4.11
ES: Staff recognition events and materials/supplies

4.11
ES: Staff recognition events and materials/supplies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: \$3,000	ES: \$3,500	ES: \$3,500
Source	ES: Site Base	ES: Site Base	ES: Site Base
Budget Reference	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx	ES: 4xxx, 5xxx

Planned Actions / Services

Action 12

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

Students to be Served:

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

Location(s):

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

Two empty text input boxes for student and location information.

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Grade spans, Transitional Kindergarten 6 th grade

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	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.12 This action/service is new for 2018-19	4.12 Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.	4.12 Staff 4 hour Administrative Clerk to assist with charter related parent volunteer documentation; attendance improvement and family outreach efforts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A: This action/service is new for 2018-19	ES: \$21,000	ES: \$21,000
Source	N/A: This action/service is new for 2018-19	ES: Supplemental/Concentration	ES: Supplemental/Concentration
Budget Reference	N/A: This action/service is new for 2018-19	ES: 1xxx, 2xxx	ES: 1xxx, 3xxx , 2xxx, <u>3xxx</u>

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified

Goal 5

ES:
MS: Increase support, services and training for our parents and families

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5, 6
Local Priorities: 1, 2, 3, 4

Identified Need:

Improve communication for our families and community

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ES: MS: Improved communications	ES: MS: Mail: 10 Call: 15	ES: MS: Mail: 12 Call: 17	ES: MS: Mail: 14 Call: 19	ES: MS: Mail: 16 Call: 21

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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~~ [Modified](#)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ES:
MS:
Continue with Attendance and Behavior Specialist-Bilingual to work with parents to increase parent involvement such as

ES:
MS:
Continue with Attendance and Behavior Specialist-Bilingual to work with parents to increase parent involvement such as volunteering in classes, hosting family events.

ES:
MS:
Continue with Attendance and Behavior Specialist-Bilingual to work with parents to increase parent involvement such as

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

volunteering in classes, hosting family events. ABS will also met regularly with students to give additional support regarding grades and behavior.

ABS will also met regularly with students to give additional support regarding grades and behavior.

volunteering in classes, hosting family events. ABS will also met regularly with students to give additional support regarding grades and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: MS: \$27,119 (.375 FTE)	ES: MS: \$27,119 (.375 FTE)	ES: MS: \$28,204 (.375 FTE)
Source	ES: MS: Sup/Con	ES: MS: Sup/Con	ES: MS: Sup/Con
Budget Reference	ES: MS: 1xxx, 3xxx	ES: MS: 1xxx, 3xxx	ES: MS: 1xxx, 3xxx

Planned Actions / Services

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

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

Unchanged

2017-18 Actions/Services

ES:
MS:
Increase contact with Spanish/other language families via mail and printing, and through the use of translation services. Budget will also include funds for light refreshments and snacks for parents meetings.

2018-19 Actions/Services

ES:
MS:
Increase contact with Spanish/other language families via mail and printing, and through the use of translation services. Budget will also include funds for light refreshments and snacks for parents meetings.

2019-20 Actions/Services

ES:
MS:
Increase contact with Spanish/other language families via mail and printing, and through the use of translation services. Budget will also include funds for light refreshments and snacks for parents meetings.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ES: MS: \$5,000/\$10,000	MS: \$7,000	MS: \$7,000

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Year	2017-18	2018-19	2019-20
Source	ES: MS: Site Based Allocation	ES: MS: Site Based Allocation	ES: MS: Site Based Allocation
Budget Reference	ES: MS: 4xxx, 5xxx	ES: MS: 4xxx, 5xxx	ES: MS: 4xxx, 5xxx

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: ~~2018-2019~~ 2019-2020

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ ES: \$1,641,198 MS: \$1,340,855 <hr/> Total \$2,982,053	33.73% <u>28.15%</u>

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

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

Smythe Academy's estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, foster youth, and English learner pupils is \$2,284,023. Smythe's 2017-18 unduplicated count is projected at 91.08%, but a charter cannot be higher than its authorizing LEA, Twin Rivers Unified School District, which is 87.02%.

There are specific services principally directed towards low income students, foster youth, and English Learners, however, because Smythe has such a high percentage of unduplicated pupils, many of the services described will affect other students. Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low income families, and racial and ethnic subgroups. Smythe is providing more than 28.15% of increased or improved services above the base program.

ES Goal 1: Improve academic performance and eliminate achievement gaps.

Professional Development for Staff: Professional development is a research based method for increasing the capacity of faculty to meet students' needs. Professional Development is provided on key initiatives (i.e. Professional Learning Communities (PLC's), High Quality First Instruction, instructional technology, ELD) to improve the capacity of faculty to increase the academic performance for all students, with an emphasis on unduplicated students. Intervention Services: CAASPP proficiency scores show the percentage of Smythe ES students meeting or exceeding the standards is 31% in ELA and 31% in math. Smythe will fund tutoring coordinated by our Student Support Teacher for intervention. Research shows that students will benefit from targeted and carefully monitored small group, academic intervention.

Student Support Teacher: Smythe will fund this position to provide direct intervention services to students during and outside of the school day, with specific emphasis on English Learners and the regular monitoring of their progress. Home/School Reading: Research shows that low income students read less outside of school and therefore have a deficit in the number of words read as compared to students from higher socioeconomic backgrounds. We also know that many of our students lack books at home so this homeschool reading program will increase the number of words our students read outside of school.

Online Learning: Smythe will provide students access to supplemental electronic learning programs in math and ELA to provide a differentiated level of practice during the day and at home. Research shows that students can benefit from closely monitored online learning and that online learning provides an opportunity to connect students' online presence inside school to their presence outside of school.

ES Goal 2: Provide engagement and enrichment opportunities in the arts, sciences and technology to ensure students graduate college and career ready.

Student Engagement: Funds will be used to continue expanding the academic and enrichment programs for students with an emphasis on unduplicated students. Research shows that students who are more active and involved in schools perform better academically. Academic activities will include field trips, choir, MESA, Missoula Children's Theater, Exploratory, college related programs and field trips and athletics. Research has historically indicated strong correlations between student engagement and student achievement.

ES Goal 3: Provide support, services, and training for our parents and families.

Counselor: Fund full time counselor above the base staffing to support social/emotional health of students and families and coordinate support/training opportunities for families. Research indicates that students that are high risk have a higher rate of emotional needs and students whose social emotional needs are supported through counseling services perform better academically and socially.

Family Support and Engagement: Smythe provides support and involvement opportunities for parents to meet their own needs and improve their support of their children and our school's instructional program. We will fund parent attendance at conferences, classes and trainings relevant to their needs, such as Parent University, the Parent Leadership Academy, CBET, CAASPP, Jiji and Imagine Learning for parents and in doing so, support the work of engaging all community members, with an emphasis on unduplicated students.

ES Goal 4: Ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture.

Vice Principal:

With the implementation of CCSS teachers need additional supports in the classroom. VPs are expected to be instructional leaders and, as such, support veteran teachers with the implementation of CCSs and provide intensive support to our growing new teacher pool. The vice principal, as a supplement to the base staffing allocation, will work with staff and students to ensure systems of success are put in place to support the prosocial behavior of our students and to create the conditions for learning.

Student Incentives: Research supports the idea that it is important to recognize and reinforce students as they work towards achieving attendance, behavior and academic goals. Within the PBIS framework, Smythe will monitor behavior, attendance and academic achievement data and will celebrate students who are meeting and making progress towards our goals for all students.

Social/Emotional Learning: Research shows that an effective social and emotional learning program is aligned across grade levels and contexts and that school programs are more effective within a framework of support and implementation that extends beyond the classroom (Durlak et al., 2011). Smythe will research, choose and pilot a supplemental social/emotional skills curriculum with the goal of implementation in 2018-19.

MS Goal 1: Improve Academic Performance and Eliminate Achievement Gaps

To improve academic performance at the middle school, teachers will continue to work with support staff, such as our ABS and TOSA. Continued

monitoring of PLC data and walkthroughs to improve the level of rigor within the classrooms. In addition, close monitoring of all TRUSD benchmarks, common formatives, and grading practices will be completed by admin, and quarterly meetings will be held to provide clear expectations as well as a high level of accountability for teachers.

Provide funding for 1.0 FTE Student Success Teacher

- Provide additional support for P.E. and art classes provided by Paraeducator
- Provide .4 FTE for LTEL/ELD staff
- Provide additional sections of ELA, History, science, and PE to reduce class sizes
- Provide stipends for department leaders to attend site ILT meetings
- Provide classroom necessities
- Fund after school tutorials (to include transportation)

MS Goal 2: Ensure all students graduate College and Career ready

By providing access to experiences, as well as access to high level courses, Smythe MS will provide students with courses that are not otherwise available to them at middle school. Also, Smythe MS will increase its focus on improving parent involvement by staffing our school with a ABS – Bilingual, as well as an Activities Director.

- Provide honors courses in math, ELA, history, science such as MESA/STEAM, and math
- Increase advertisement budget for parent meetings, to include ELAC. Improve communication through postcards, note cards, flyers, banners, etc.

MS Goal 3: Increase Student Engagement

In order for students to be successful in school, they must first be engaged, present, and the classroom must be free from interruptions and disruptions. To ensure students are engaged in class, PD for staff is provided both within the site, as well as conferences off site. In addition, teachers will create engaging, hands on lessons that follow the CCSS and NGSS standards for California. We provide our students with transportation to and from their home elementary sites to reduce access due to lack of other transportation. As a whole, we want students to come to school to learn, enjoy, and feel safe. With our AD position, they will ensure that there are engaging activities both in the classroom as well as outside of the classroom so students want to come to Smythe MS to learn and enjoy.

- Reduce instances of suspension, continue to provide In House PD for classroom management
- Provide home to school transportation

- Increase frequency of Project Based Learning & Community Service Projects that support our Charter programs by providing supplemental materials and supplies.

- Hire a 1.0 FTE Activities and Athletics director

MS Goal 4: Reduce disproportionalities between subgroups

Smythe MS will continue to hold biweekly

PLC meetings with minutes and data forms submitted to admin, as well as quarterly curriculum assessment

meetings. These meetings are required for teachers to meet to discuss data from assessments, class work, formatives, and grading practices.

Teachers have been initially resistant to this accountability, but given time, they have started the slow move towards being willing to look at their own strategies and pedagogy in order to improve their practices.

- Professional development aligned to PLC implementation
- Provide school based professional development tied to classroom management and cultural tolerance.
- Support PBIS
- Provide .5 FTE Assistant Principal
- Provide .4 FTE Student Counselor

MS Goal 5: Increase support, services and training for our parents and families.

Smythe MS currently holds TRUSD sponsored Parent University meetings, as well as a number of evening events at our site. Numerous conversations with families have told us that often they are not sure about the events, or did not hear about them. Our goal this year is to improve our communication, as well as providing more support for parents with Parent University, and increased attendance at SSC and ELAC.

- Provide .375 FTE ABS staff to work with students and our families.
- Increase contact with families

