

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

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

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

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

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

LEA Name	Para Los Niños Evelyn Thurman Gratts Primary Center		
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## 2017-20 Plan Summary

### THE STORY

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

Since 1980 Para Los Niños has worked to support children in their journey towards a more successful future. Para Los Niños provides comprehensive and integrated educational and family services that support the whole child from infancy through successive stages of school and life. Para Los Niños Gratts Primary Center provides transitional kindergarten, kindergarten and first grade and is an integral part of the educational services provided by Para Los Niños. Families enrolled at Para Los Niños Gratts Primary Center have access to a wide range of services provided by Para Los Niños. We understand that in order for our students to be successful academically, their physical and emotional need must be supported both at school and at home. Para Los Niños offer qualifying children and their families support through the following programs: Clinical Services PLN provides ongoing mentoring, problem solving, and socio-emotional support for children struggling through transitions, difficulty managing emotions, feelings of depression or anxiety and victims of community violence. Our approach is evidence and strength-based, family and child centered and available for those with Medi-Cal insurance and those who are uninsured. PLN has therapists at each school site who are on call and available to assist our students and staff. Family Support Services PLN offers assistance to families in navigating the County’s complex support systems, community resources for children, Nurturing Parenting and child development education, financial education, and support in times of crises. Youth Workforce Services For families with older children, PLN prepares youth ages 14 to 21 for success in post-secondary education and workforce through paid and unpaid work experience, career counseling, job placement, and mentoring, case management and leadership development. Parent and Community Engagement PLN provides guidance and leadership training to parents who would like to take on deeper roles within the school community through serving on our School Site Councils, English Language Advisory Committee and Local Control Accountability Plan. In addition to these groups there are opportunities to work in our Parent Centers, volunteer time in our classrooms and library, assist in the office, and recruit community supports.

The Para Los Niños Gratts Primary Center, serving the children of working families in downtown Los Angeles, strives to cultivate and to celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multi-cultural world.

The school provides a nurturing, safe environment that inspires critical thinking, imagination, self-reliance and respect for others. Our core values are based on the belief that children come first and the family is essential. What follows are our core values; • Excellence in all areas (socio-emotional, academic, etc.). • Respecting and embracing diversity. • Empowering communities. • Responsive, compassionate, and inspiring to those we serve. • Highest ethical standards. • Transparency and accountability. • Teamwork and collaborative partnerships. Our Guiding Principles; • Every child and family has the right to reach high standards of achievement. • Every child and family has the right to be respected. • Every child and family has the right to be responded to as individuals with different academic, socio-emotional, physical, psychological, and cultural needs. • Every child and family has the right to safe environments that facilitate healthy development and learning. • Every child and family deserves opportunities to engage with and impact the local community and global society. • Every child and family deserves access to cultural best practices. Para Los Niños Gratts Primary Center was founded on the belief that every child has the potential to reach high standards of achievement, to ask good questions and to think critically. Because we believe that a comprehensive educational program is critical to the ability of our students to pursue their dreams and achieve future success, In a nurturing and safe environment that inspires critical thinking, imagination, self-reliance and respect for others, students at PLN Gratts Primary Center engage with their environment, participate meaningfully in community life, and prepare for their futures as lifelong learners.

The student demographic profile for Para Los Niños Gratts Primary Center is 6.4% African American, 0.3% Asian, 0.6% Filipino, 90.8% Hispanic/Latino, and 1.8% White. 76.1% are English Language Learners and 92% receive Free/Reduced Lunch

## **LCAP HIGHLIGHTS**

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

This year's LCAP features more parent involvement in the process of developing the plan. Main highlights include a focus on data and data analysis, not only from teachers but from parents. It includes more participation from parents and community members in the form of committees that touch on discipline, attendance, and school safety. More emphasis on developing 21<sup>st</sup> century skills, which include collaboration and teamwork, creativity and imagination, critical thinking, and problem solving, on the part of students by increasing the ratio of students to technology (iPads) to prepare them for SBAC and assessments online. The plan also focuses on increased intervention and support for students, including but not limited to intervention programs, resources, and an Intervention Coach. Finally the plan also includes a goal on maximizing student attendance by creating a parent committee and looking for ways to increase attendance. Some of these efforts will focus on students/class/and parent level.

## **REVIEW OF PERFORMANCE**

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

## **GREATEST PROGRESS**

No CAASPP testing is done at this level (TK, K, and 1<sup>st</sup>) that would indicate our greatest progress. The following is our area of greatest progress as determined by our internal assessments: Our greatest progress this year has been in the area of mathematics with all subgroups. Our math scores have increased substantially during the 2016-17 school year as follows: In Kindergarten we saw an increase from 15-16 to 16-17 of 16%. 49% of students this year were at benchmark. In 1<sup>st</sup> grade we saw an increase of 28%, ending the year at 57% of students at benchmark. We attribute this to the adoption of our new curriculum Math Expressions and our focus on data driven instruction and consistent teacher and instructional aide review of the data. This year we formed grade level instructional groups based on student need and took a deeper look into our data. As our data 2016-17 shows, our efforts have demonstrated results.

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

## **GREATEST NEEDS**

The LCFF Evaluation Rubric for Para Los Niños Gratts Primary Center showed only suspension data for our site. This area was in blue as we had no suspensions for the school year. No testing is done at this level (TK, K, and 1<sup>st</sup>) that would indicate our greatest need. The following are our areas of greatest need as determined by our internal assessments: At this point the area of greatest need is that of ELA/ELD. While we have experienced growth this year over the past three years this continues to be the area in which we need to focus. Based on DIBELS/IDEL and Fountas and Pinnel data, our students are not meeting benchmark at about a rate above 50%. Specifically DIBLES EOY benchmark for Kinder netted 49% at benchmark, 1<sup>st</sup> grade 40% at benchmark. IDEL EOY benchmark for Kinder netted 59% at benchmark, 1<sup>st</sup> grade 53% at benchmark. As for Fountas and Pinnel 24% of Kindergarten students were at benchmark at the end of the year, 44% of 1<sup>st</sup> grade students ended the year at benchmark. As mentioned before, our teachers and instructional aides have looked at data and formulated intervention groups to address student’s needs. This netted us an increase over the last three years but not as dramatic as with math. One of our focuses for next year will be to take a close look at our curriculum to determine whether or not a new adoption is necessary. Additionally, we will be looking at bolstering our training for teachers to ensure that they are familiar with common core, ELA/ELD standards. As well as the development of a more robust and coherent scope and sequence.

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

## **PERFORMANCE GAPS**

No CAASPP testing is done at this level TK, K, and 1<sup>st</sup> to address performance gaps.

**INCREASED OR IMPROVED SERVICES**

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

- Increase the amount of training for teachers, instructional aides, and parents to support student achievement.
- Increase the amount of technology available to students to teach students 21<sup>st</sup> century computer skills and address student needs via educational apps.
- Increase the amount of parent committees to give the community a larger voice in addressing student needs
- Increase the amount of resources available and including the use of an instructional coach to address student academic need.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,496,673
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$270,500

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

Certificated salaries and benefits, classified salaries and benefits, technology - district-wide network support lead staff, internet service, maintenance and operations costs, transportation costs, utilities, books and supplies, other services and operating costs (professional development contracts, equipment contract costs, maintenance, and repairs, auditor fees, legal costs, nursing service contracts, instructional program contracts, student information system, capital outlay, facilities and maintenance costs and maintenance), technology costs, approved textbooks and core curricula materials, books and other reference materials, materials and supplies, office supplies, noncapitalized equipment.

\$4,500,000	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

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

## Goal 1

Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase of ELs making adequate yearly progress towards reclassification to 80%

#### ACTUAL

CELDT results: 1% increase in advanced in 1<sup>st</sup> grade, 2% increase in kindergarten. 6% increase in 1<sup>st</sup> grade over prior year.

### ACTIONS / SERVICES

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

Action

1

Actions/Services

#### PLANNED

Provide a minimum of 12 hours of professional development in ELD and integration of the arts with ELD instruction for all teachers  
 Purchase an ELD program and train teachers in the implementation of the ELD program  
 Purchase multimedia items to implement the speaking and listening domains in ELD

#### ACTUAL

Purchased ELD program consumables and train teachers in said program.  
 Monitor the implementation of the ELD program through classroom observations and review lesson plans - Principal with assistance of teacher leaders.  
 Purchase and implement new math curriculum adoption.  
 Train teachers in its usage and monitor program progress

Expenditures

program  
Monitor the implementation for the ELD program through classroom observations and review the lesson plans by principal with assistance by teacher leaders.

through lesson plans as well as classroom observations led by principal and teacher leadership.  
Investment in the purchase of an additional 20 iPads to give EL students an opportunity to engage in ST (spatial temporal) math.

**BUDGETED**  
\$10,000 – 12 Hours of PD  
\$40,000 – Purchase consumables/curriculum  
\$10,000 – Purchase multimedia resources  
\$6,000 – Monitor implementation via classroom observations

**ESTIMATED ACTUAL**  
\$6000 – Purchased ELD program consumables.  
\$50,000 – Investment in classroom sets/books & book room materials. Purchased math curriculum.  
\$20,000 – Purchased iPads

## ANALYSIS

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

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

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

Implementation of the actions and services occurred as such: curricula and resources were purchased and distributed, training focused on these new resources and provided a context for teachers to work with student. Data analysis examined CELDT data as well as other measures on campus to develop intervention plans. In examining our resources we found gaps in our ability to provide leveled texts to allow for students to explore texts at their level and ability.

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

The data utilized only gives us a snapshot on a yearly basis. We will be looking to bolster our ability to track EL growth throughout the year. We plan on hand scoring the CELDT to get data quicker to then be able to provide additional support and intervention earlier.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In examining the amounts allocated there is a discrepancy because we found a need to provide more books for students to access and practice their reading fluency. As such we spent of time and money to ensure that we had enough engaging books for students to read. In addition, purchased math curriculum this year.

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

Changing this goal from one focused on adequate yearly progress towards reclassification to one that speaks to one that increases CELDT levels by one year. We will use the CELDT data more effectively to measure our outcomes year over year. We will also look at the growth of ELs via the different assessment that we use to track their overall growth and ability.

Complet.

## Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.

#### ACTUAL

About 67% of parents participated in at least four school events. As referenced by sign in sheets for every event.

### ACTIONS / SERVICES

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

Action

# 1

Actions/Services

#### PLANNED

Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed.

Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four

#### ACTUAL

Kindergarten orientation took place on July 15, 2016 to present student programs. Provided snacks and translator services. Two sessions AM and PM took place.

Monthly Coffee with the Principal have taken place through the school year. Wide range of topics; supporting students through technology, parent services, social services et al. Coffee and cake provided.

Parent groups formed to support classroom activities (math triangles as well as sight words) as well as copying

Expenditures

sessions of three hours each. Invite all parents to a workshop on Language Development  
Invite parents of students enrolled in summer school intervention program to attend a workshop on how to continue to help their child with English and Language Arts for the remainder of the summer. Provide incentives such as materials and kits for use at home.

**BUDGETED**  
\$4000 – snacks, copies, materials, tote bags, supplies  
\$1000 - intervention strategies meeting  
\$2500 – Workshop on supporting students over the summer break.

services and classroom preparation. Snacks/coffee  
Hosted Open House, Back to School Night, Parent teacher conferences, and parent committee meetings (SSC, LCAP, and ELAC)

**ESTIMATED ACTUAL**  
\$5000 – translator services, snacks, copies, materials, tote bags and additional supplies.

## ANALYSIS

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

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

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

Over the past year we have looked for ways to determine ways to keep parents involved school events at large. Kindergarten orientation was established last summer and helped to provide some familiarity with our site, our pedagogy, as well as the services that Para Los Niños provides to the community. This event, broken up into two sessions was well attended, over 75% of families that were invited attended. The method to which we got the number that we did was the following: Provided child care for anyone not school age, provided snacks and drinks, sent one calls (automated call messages) to remind parents about the date & time, also personal contact with individuals and families in the form of phone calls/texts/and emails.

As it relates to other meetings such as committee meetings and coffee with the principal followed more or less the same methods, save for child care. We provided a welcoming environment and we utilized our "one call communication system to encourage parents to attend. Though it should be mentioned that coffee with the principal was not attended this year as it did not begin right at the start of the school day (typically at 8am), this year they started at 8:30 am as the MPR had been utilized for Morning Breakfast for students. As it relates to committee meetings in particular, the core members of those groups were present for meetings at a 90% rate. These individuals received personal calls to remind them of meetings.

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

We feel that the methods used to keep parents engaged in participating at school events paid off, though there is still room to grow. Parents have voiced, as part of the annual parent survey, which indicated that they wanted more opportunities to learn and participate at school in a meaningful way. Last year, parents came together to help make manipulatives, word cards, and take home books. They also are seeking opportunities for personal growth which we can facilitate next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The variances come from the inability to create small group support for intervention students in an effective manner. As such, the funds spend were used to provide snacks, translation services, copies, and materials. during the Family Day. In future years we will engage parents during the school year and in Coffee With the Principal, we will engage parents to support student learning at home.

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.

Moving forward to the 2017-18 school year we will be following the same template as before. We will measure parent participation using new online tools to ensure that we can track how many of all of our parents are actually attending events. Instead of being a percentage of all families attending we will be able to differentiate between involved parents and those that have not attended any events as those are the ones we want to get to come to events.

# Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Having a nurse onsite as many days as possible.

### ACTUAL

Nurse on campus one day a week starting on March 20<sup>th</sup> once a week, prior to March, did not have any nursing coverage via LAUSD. Starting on 4/17 we had nursing coverage two days a week.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

**PLANNED**  
 Clean and stock the nurse's office with first aid supplied - \$2500  
 Look for community resources to increase the amount of healthcare screenings for students and families (vision, dental, and health screenings) - \$1000

**ACTUAL**  
 \$2500  
 None

Expenditures

**BUDGETED**  
 \$40,000 to district

**ESTIMATED ACTUAL**  
 \$15000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of this goal was hampered by the inability of LAUSD to send us a nurse from the beginning of the year. As such we spent less than the amount budgeted in this area since we did not receive services. Looking for community resources did not incur a cost nor did providing materials for additional health screenings.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness was limited by the unexpected lack enough nurse time on campus for much of the year. As such, limited nursing services were provided to students at large.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Less nursing service coverage netted a reduction in cost in this area.
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.	Will continue to budget the amount in the hopes that we can get a nurse from LAUSD for as many days as possible. Will fund the same amount of money to nursing supplies to keep the office stocked and ready for students. No cost will be set aside for searching for community resources.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Para Los Niños Gratts Primary Center created processes to gather input from stakeholders including representatives from all numerically significant Sub-groups, in order to develop the Local Control Accountability Plan.

Specific stakeholder groups included:

- Parents
- Teachers and other staff members

Throughout the 2016-2017 school year, school achievement data, including data for all subgroups, was reviewed and shared at Coffee with the Principal, LCAP, ELAC, and SSC meetings, and other parent meetings as well as teacher and staff meetings.

An informational power point was made to discuss with parents at various meetings in both English and Spanish. Written information was also distributed to parents in both English and Spanish. Discussion groups took place at meetings in both English and Spanish to talk about the eight state priorities.

Multiple Informational/input meetings were scheduled:

September 24 Coffee with the Principal

October 19 Coffee with the Principal

November 6 LCAP Meeting #1 – Importance of School Attendance

November 16 Coffee with the Principal

December 10 Board Meeting (Data review)

January 15 LCAP Meeting #2 – Comprehensive Needs Assessment

January 25 Coffee with the Principal

February 24 LCAP Meeting #5 – Comprehensive Needs Assessment

February 22 Coffee with the Principal

February 11 Board Meeting (CELDT results)

March 24 LCAP Meeting #6 – Language Census Report

March 31 Coffee with the Principal

April 21 LCAP Meeting #7 – English Learner Master Plan

April 26 Coffee with the Principal

May 17 Coffee with the Principal

May 19 LCAP Meeting #8 – Recap and Recommendations

Feedback from the meetings was compiled for review.

Input gathered from groups and the final revisions to the plan were completed during the month of May.

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

*The 8 State Priorities were described in detail to ensure the community was aware and understood the state's focus.*

An orientation/presentation was provided in English and Spanish to ensure the information reached our families.

Through our public school choice meetings we developed goals and an implementation plan. The goals for our Public School Choice Review are reflected in the LCAP.

Coffee with the Principal meetings informed enhancing some of the LCAP goals. This year in particular we have taken steps towards increasing our communication with parents to really involve them in the process. Given that our organization is about empowering students and families we have started to engage them more by asking them what their needs are via a community needs assessment. As such we have expanded our parent center, making it more accessible to parents so that we can support them as well as equip them with the necessary tools to support their own children at home. Parents requested clearer communication from the school as a whole, better training for teachers, a more inclusive and robust teacher hiring process, and better opportunities for EL students with regard to exposure to technology.

During Leadership Team meetings teachers provided important curricular design suggestions for the following school year, which are also reflected in the LCAP (Implementation of ST Math & Reading A-Z, training in Project Based Learning and Readers and Writers Workshop). The leadership team also examined and suggested updates to curriculum in other areas of the program (math and phonics).

This year we made a concerted effort to bolster our ELAC, LCAP, and SSC meetings to include more parent voice and participation. We have met more regularly and ensured to engage parents and involve them more in the process of developing LCAP goals. As such, they have expanded our goals for the next school year to include training for teachers as well as parents in various important areas. As we move to the next school year we hope that this increased involvement from parents will net results in student achievement over the next few years.

During regular staff meetings we began laying the framework for a more rigorous assessment cycle. We examined baseline assessment and tracked student progress. As we move to the next school year 2017-18 we will look deeper and be more communicative with parents regarding student progress. This coupled with what we will put into place will allow for a more well-rounded approach to meeting student's individual needs.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

Increase the level of English Proficiency by one level as measured by the California English Language Development Test (CELDT)

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

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

#### Identified Need

To have 100% of our students making yearly progress on the CELDT

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT EXAM	Current student level	100% of students increasing one level	100% of students increasing one level, 50% of students increasing two levels	100% of students increasing one level, 75% of students increasing two levels.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: Para Los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	\$3000 (Training for Instructional Aides to certify for CELDT and train to hand score exams) \$100,000 (Instructional Aides in each room to facilitate small group instruction & intervention)	\$1000 (Training for Instructional Aides to certify for CELDT and train to hand score exams) \$75,000 (Instructional Aides in each room to facilitate small group instruction & intervention)	\$500 (Training for Instructional Aides to certify for CELDT and train to hand score exams) \$50,000 (Instructional Aides in each room to facilitate small group instruction & intervention)
<b>Source</b>	LCFF	LCFF	LCFF
<b>Budget Reference</b>	2100 Instructional Aide Salaries	2100 Instructional Aide Salaries	2100 Instructional Aide Salaries

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our school with thrive academically, based on research, with parent participation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in sheets, data tracking tools.	70% of families participating in school events.	75% of families participating in school events.	80% of families participating in school events	85% of families participating in school events

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	\$1750 (food) \$2000 (resources and materials)	\$1750 (food) \$2000 (resources and materials)	\$1750 (food) \$2000 (resources and materials)
<b>Source</b>	LCFF	LCFF	LCFF
<b>Budget Reference</b>	5841 Parent/Community Meeting Food 4300 Materials and Supplies	5841 Parent/Community Meeting Food 4300 Materials and Supplies	5841 Parent/Community Meeting Food 4300 Materials and Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A school nurse with the sole responsibility of maintaining student health in order to increase attendance and safety

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scheduled and present nurse	Two days a week	Two days a week	Three days a week	Three days a week

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$50,000 (nursing services) \$2,000 (nursing supplies)</p>	<p><b>Amount</b></p> <p>\$75,000 (nursing services) \$2,000 (nursing supplies)</p>	<p><b>Amount</b></p> <p>\$75,000 (nursing services) \$2,000 (nursing supplies)</p>
<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>
<p><b>Budget Reference</b></p> <p>5880 Student Health Services 4300 Materials and Supplies</p>	<p><b>Budget Reference</b></p> <p>5880 Student Health Services 4300 Materials and Supplies</p>	<p><b>Budget Reference</b></p> <p>5880 Student Health Services 4300 Materials and Supplies</p>

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Increased training for teachers and parents in the areas of the Common Core, ELA, & ELD Standards

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

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

#### Identified Need

Teachers require more training to address student needs as demonstrated by DIBELS/IDEL, mClass: Math, and F & P data. Parents will be trained at some level to help them support student learning/growth at home.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase over time in DIBELS/IDEL, mClass:Math, and F&P data	65% of students at benchmark	Yearly increase of 5% of students at benchmark	Increase of 5% of students at benchmark	Increase of 5% of students at benchmark

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	\$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)	<b>Amount</b> \$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)	<b>Amount</b> \$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)
<b>Source</b>	LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b>	5100 Professional and Consulting Services 1101 Teacher - Stipends	<b>Budget Reference</b> 5100 Professional and Consulting Services 1101 Teacher – Stipends	<b>Budget Reference</b> 5100 Professional and Consulting Services 1101 Teacher - Stipends

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 5

Create a parent committee to address the areas of: student discipline, attendance, and school safety issues. (Including translation services)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Parent participation still remains low looking to bump up interest to participate via different ways.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establishment of parent committee – attendance rosters, minutes	65% of committee members participating throughout the school year	Increase of 5% of benchmark	Increase of 5% of benchmark	Increase of 5% of benchmark

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$500 (materials and supplies) \$500 (food and snacks)</p>	<p><b>Amount</b></p> <p>\$500 (materials and supplies) \$500 (food and snacks)</p>	<p><b>Amount</b></p> <p>\$500 (materials and supplies) \$500 (food and snacks)</p>
<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>
<p><b>Budget Reference</b></p> <p>4300 Materials and Supplies 4750 Other Food</p>	<p><b>Budget Reference</b></p> <p>4300 Materials and Supplies 4750 Other Food</p>	<p><b>Budget Reference</b></p> <p>4300 Materials and Supplies 4750 Other Food</p>

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 6

Students will attend school at a rate of 98% over the next three years. (Include incentives at the following levels: student, class, & parent. Parent information sessions on ADA and attendance policy)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students only attending at a rate of about 94% ADA according to Illuminate. Need to increase this to maximize instructional time and also minimized budget impact

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Illuminate/ADA Checker	94% ADA per year	95% ADA per year	96% ADA per year	97% ADA per year

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	\$1000 – Prizes and incentives \$500 – Materials and Supplies \$250 – Food incentives	<b>Amount</b> \$1000 – Prizes and incentives \$500 – Materials and Supplies \$250 – Food incentives	<b>Amount</b> \$1000 – Prizes and incentives \$500 – Materials and Supplies \$250 – Food incentives
<b>Source</b>	LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b>	4300 Materials & Supplies 4720 Other food	<b>Budget Reference</b> 4300 Materials & Supplies 4720 Other food	<b>Budget Reference</b> 4300 Materials & Supplies 4720 Other food

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 7

Investment in technology to teach and prepare students for SBAC and 21<sup>st</sup> century skills (Keyboarding, assessment, computer literacy)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be able to access technology in a way that is allows them to use it in the most effective way possible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in rates of usage and completion on ST Math and Raz Kids platforms	50% usage	75% completion rate	80% completion rate	90% completion rate

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$50,000.00 (iPads &amp; Otterbox cases) \$2,000 (Technology training) \$10,000 (stipend)</p>	<p><b>Amount</b></p> <p>\$20,000.00 (iPads &amp; Otterbox cases) \$1,000 (Technology training) \$10,000 (stipend)</p>	<p><b>Amount</b></p> <p>\$10,000.00 (iPads &amp; Otterbox cases) \$1,000 (Technology training) \$10,000 (stipend)</p>
<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>
<p><b>Budget Reference</b></p> <p>4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher - Stipends</p>	<p><b>Budget Reference</b></p> <p>4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher – Stipends</p>	<p><b>Budget Reference</b></p> <p>4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher - Stipends</p>

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 8

Increase intervention and support resources to address needs as demonstrated by testing data in math, ela/eld, reading, and writing. Including increasing data assessment by teachers and parents to determine support structures. (Include resources, instructional coach, and intervention tools)

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

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

#### Identified Need

Student scores on DIBELS/IDEL, mClass: Math, and F & P are not at 80% proficiency yet. Additional intervention and support resources are needed to address this.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase over time in DIBELS/IDEL, mClass:Math, and F&P data	65% of students at benchmark	5% increase of students at benchmark	5% increase of students at benchmark	10% increase of students at benchmark

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: Para los Niños Gratts Primary Center  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$20,000 (literacy coach – stipend part time) \$10,000 (supplemental intervention material) \$2,000 (training)</p>	<p><b>Amount</b></p> <p>\$20,000 (literacy coach – stipend part time) \$10,000 (supplemental intervention material) \$2,000 (training)</p>	<p><b>Amount</b></p> <p>\$20,000 (literacy coach – stipend part time) \$10,000 (supplemental intervention material) \$2,000 (training)</p>
<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>
<p><b>Budget Reference</b></p> <p>5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher - Stipends</p>	<p><b>Budget Reference</b></p> <p>5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher – Stipends</p>	<p><b>Budget Reference</b></p> <p>5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher - Stipends</p>

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$821,377

Percentage to Increase or Improve Services:

35.55 %

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](#)).

