

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	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Para Los Niños Charter School, now in its 16th year of operations, is a cornerstone for working families in Downtown Los Angeles. Located in a historic brick building on 7th Street just east of Alameda, our elementary school straddles the gritty, industrial downtown sector and the Arts District. Para Los Niños Charter School (PLN CS) is a sanctuary for children who face multiple stressors; we have an intense focus on the whole child, understanding that children live and learn within the context of a family, and a family lives and learns within the context of a community. We support children and families by addressing each child's needs in the context of his/her family and community, and providing comprehensive and accessible supports in our schools and preschools. Through our project-based, interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are English Learners – are provided multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN CS believes that deeper, active and engaged learning builds on students' lived experience and knowledge and encourages inquiry and exploration. This belief is echoed in our approach to language development and literacy as we provide both a Sheltered English Immersion program and a Transitional Bilingual Education program as options for our younger students based on their readiness and specific needs.

LCAP Highlights

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

The key features this LCAP plan includes:

- *improving the school facility for safety of the students, staff and families
- *increase the reclassification rate for ELL learners (English Language Learners)

- *increasing the professional development for teachers teaching EL Learners in the area of Math, ELA and Science
- *implementation of Social Emotional Learning Curriculum schoolwide to support students.
- *support to assist EL learners in acquiring needed fundamental skills in English Language Development through intervention support in the area of English Language Development.

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

Progress that occurred during the 2017-18 school includes:

- Improvement of the facility for safety for the all students, parents and staff alike.
- Space has been improved for all TK and K students.
- Our reclassification rate for out English Language Learners has increase to 20% due to our efforts in tutoring the students close to reclassifying the areas of reading and writing.
- Improvement in teacher practices, SOAR (Strategic Observation and Reflection) strategies were implemented with a piloted group which will later be taught to all teachers.
- The implementation of consistent professional development in the area of writing and math which has helped teachers improve their practice and understanding of CCSS.

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

ELL is the population with the greatest needs. Progress is slow however, it is progressing with the intervention/enhancement support.

The LCCFF evaluation rubric shows that all students including ELL's are at 17 points below level 3 in English Language Arts. In math all students are 17.7 point below level three (orange, very low).

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

Steps to assist ELL (English Language Learners) includes:

- intervention support for struggling EL students throughout the day and afterschool intervention support during the school day and added support after school
- instructional aides for teachers of EL Students for 4hours a day
- meaningful P.D (Professional Development) scheduled for two year to improve ELD levels for ELL students the pilot of SOAR strategies and the implementation of designated ELD with Smart Start lessons being utilized

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

Increased or Improved services

Ways to improve services for low-income students, and English Language Learners:

Support students with RTI intervention in English Language Development throughout the year cycling with 6 week intervention programs each trimester (3 trimester school year).

Provide After-School Support for low income students that needs assistance in the area of language arts and math,

Support teacher development with proper and rigorous professional development in the area of language arts, math and science

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	\$ 6,391,659

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 515,000

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, non-capitalized equipment.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 3,794,742

Annual Update

LCAP Year Reviewed: **2017-2018**

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

Safe School and Productive Environment:

All students will have access to a safe and productive environment, starting with a facility and environment.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measureable Outcomes

Expected

Actual

Replacement of entire roof.
Repair leaks where appropriate (Room 205 and hallway)
Re-slurry pavement of the parking lot
Fill holes in the playground for safety
Repair solar panels that are leaking

Partial roof repaired and patched up throughout the building.
Began to create a school environment for students and families that includes Social-Emotional Learning (strategies).
Holes in the playground were filled.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Repairing of the roof and grounds	Partial repair of the roof and grounds SEL implementation – teachers trained and kits purchased for teachers implementation of the curriculum	50,000	50,000

Analysis

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

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

The facilities department has worked throughout the year to complete the reparations of the roof and some of the repairs to the lot and playground. Teachers facilitated Social-Emotional Learning Community Circles with students to support student safety and comfort in the school.

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

Providing a safe environment for the students is important. Students, Parents and staff alike need to be in a safe environment. Because the project has not been finalized, the effectiveness has not been obtained.

Students had regular opportunities to safely connect with one another.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were differences in the expenditure and actuals in this goal due not repairing the entire roof, it needs to be completed in phases and spread out through 3-5 years.

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.

We were able to achieve only part of the goal due to the high cost of replacing the roof and the expenditure to re-sully which exceeded our budgeted amount.

Adding the impact of the SEL program to the students feeling of success. This information will be made available after the survey information is tallied.

Goal 2

Instructional Materials:

All students shall have access to engaging, culturally relevant texts and technology that are aligned with Common Core State Standard

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Research, purchase and train teachers in use of Common Core State Standard aligned texts with students and in their teaching along with integrating technology hardware and software materials.

Students will have core curriculum textbooks math ELA and science that align to CCSS. Technology will also be updated and increase so student to computer ration is 3:1

Actual

Teachers were trained on the English Language Development Framework. They were given opportunities to understand the needs of our ELs by using Cultural Texts, the Practice Test of the ELPAC and how EL students need to be fully supported in the area of language acquisition.

Teachers were also trained and received training from Growing Educators in the area of ELA to improve their ELA strategies in writing and reading. All trainings were aligned to CCSS standards.

Teachers received the relevant materials needed in the area of social studies and ELA (words their way, leveled libraries). All which align to CCSS standards.

14 computer were purchased to increase the inventory and to be used for the smarter balance test this year.

Expected

Actual

In total there are 100 computers for students and there are 39 iPads for students at the school site 3:1 current ratio.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Site will purchase core curriculum materials in math, ELA and Science along with intervention programs that align to CCSS to support struggling students</p>	<p>Teachers were trained on the English Language Development Framework. They were given opportunities to understand the needs of our ELs by using Cultural Texts, the Practice Test of the ELPAC and how EL students need to be fully supported in the area of language acquisition.</p> <p>Teachers were trained and received training from Growing Educators in the area of ELA to improve their ELA strategies in writing and reading. All trainings were aligned to CCSS standards.</p> <p>Teachers received the relevant materials needed in the area of social studies and ELA (words their way, leveled libraries). All which align to CCSS standards.</p> <p>14 computer were purchased to increase the inventory and to be used for the smarter balance test this year.</p> <p>In total there are 1 computers for students and there are 39 iPads for students at the school site 3:1 current ratio.</p>	<p>80,000</p>	<p>Technology cost 25,000 PD cost 40,000</p>

Analysis

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

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

Professional Development was provided for all teachers for the implementation of the math curriculum and in the area of ELA with the vendor, Growing Educators, whom met with all teachers each trimester to guide and support teachers learning. ST math platform was purchased for all students TK-5th to support and enhance math achievement. A selected amount of teachers (15 out of 17) were provided 40 hours of intense ELD training given by the UC Davis Project SOAR – Strategic Observation And Reflection for Designated and Integrated ELD

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

Effectiveness showed positive gains on our final year math scores and in the area ELA and ELD (using CELDT and ELPAC)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no different between budgeted and estimated expenditures.

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.

Goal 3

All students will have access to appropriately credentialed teachers and the assigned teachers will understand and effectively implement Common Core State Standards across content areas

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Research, purchase and train teachers in use of Common Core State Standard aligned texts with students and in their teaching along with integrating technology hardware and software materials.

Students will have core curriculum textbooks math ELA and science that align to CCSS. Technology will also be updated and increase so student to computer ration is 3:1

Actual

Teachers received Professional Development in the area of ELA to assist all students on site including EL learners and Special Education students.

Teachers participated in Data dialogues to ensure that teachers were creating significant targets for growth for all students

Teachers worked with Consultants to improve and enhance their understanding of the NGSS standards aligning projects and learning to critical thinking standards.

All SWD had access to a teachers with the appropriate credential and or a valid CTC education specialist internship.

In the area of special needs: All special needs students will have access to education specialist teachers credentialed or holding a valid CTC education specialist internship credential.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Techers PD and CCSS curriculum purchased for students. Sub provided to support SLT team with working with staff (novice teachers)</p>	<p>Teachers received Professional Development in the area of ELA to assist all students on site including EL learners.</p> <p>Teachers participated in Data dialogues to ensure that teachers were creating significant targets for growth for all students</p> <p>Teachers worked with Consultants to improve and enhance their understanding of the NGSS standards aligning projects and learning to critical thinking standards.</p> <p>All SWD had access to a teachers with the appropriate credential and or a valid CTC education specialist internship.</p> <p>In the area of special needs: All special needs students will have access to education specialist teachers credentialed or holding a valid CTC education specialist internship credential.</p>	<p>80,000</p>	<p>Professional Dev. 25,000</p> <p>Consultants 10,000</p> <p>Staff / Sped 50,000</p>

Analysis

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

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

Teachers received professional development across core content areas throughout the year to improve their practice and strategies with students. In addition School Site Leadership Team was sustained to help with the implementation of calibrating across grade levels. School Site Leadership unpacked standards and supported lesson design for teachers.

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

The effective was positive, after looking at reflection from teachers surveys regarding the professional development and impact in the classroom it was apparent that teachers feel more comfortable in teaching and implementing content areas. In addition it was clear that teachers engaged in the professional development that School Site Leadership implemented due to their knowledge of what is occurring in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major difference between expenditures and budgeted expenditures

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.

Need to increase the number of pull out days for teachers to receive professional development so that there is time for planning and calibration.

Goal 4

All students will demonstrate proficiency in the content area of ELA and math.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Purchase instructional materials to support students in scaffolding to proficiency level in content areas implement RTI intervention programs per trimester that include teacher stipends
Spiral planning for teachers in all subject areas with data collected from benchmark assessments students have completed.
Summer school provided for any students not meeting proficiency

Actual

Trimester 1,2,3 students received support in class and out of the classroom 5% increase in student levels across grades
3% increase in student DIBELS across grade levels.
5% increase math benchmarks with the assistance of intervention programs
5% improvement in reading levels for students from BOY to EOY reading levels as measured with F&P (Fountas and Pinnell)
90% of students targeted for summer school are attending with credential teachers teaching summer school.
Teachers provided after-school intervention with students who met the Tier 3 criteria in ELA and in Math. These were small groups of students that the classroom teacher was able to work with through intensive interventions.
During after-school students received support with reading foundations and math foundations with Kids Lit and Kids Math from collaborative classroom. This support is implemented during the learning center component of the day.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Intervention for all trimester in the area of ELA and Math for struggling students. Instructional material purchased to support students.</p> <p>Summer school program for 1/3 of students</p>	<p>Trimester 1,2,3 students received support in class and out of the classroom 5% increase in student levels across grades 3% increase in student DIBELS across grade levels.</p> <p>5% increase math benchmarks with the assistance of intervention programs</p> <p>5% improvement in reading levels for students from BOY to EOY reading levels as measured with F&P (Fountas and Pinnell)</p> <p>90% of students targeted for summer school are attending with credential teachers teaching summer school</p> <p>Teachers provided after-school intervention with students who met the Tier 3 criteria in ELA and in Math. These were small groups of students that the classroom teacher was able to work with through intensive interventions.</p> <p>During after-school students received support with reading foundations and math foundations with Kids Lit and Kids Math from collaborative classroom. This support is implemented during the learning center component of the day.</p>	<p>Intervention support 10,000</p> <p>Material (CCSS) 5,000</p> <p>Summer school 50,000</p>	<p>Intervention cost 25,000</p> <p>Summer school 32,000</p> <p>credential teachers</p>

Analysis

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

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

With the guidance of the Superintendent the School Site Leadership Team was tasked to develop a Professional Development Plan and Calendar. This allowed the team to share analyzed trimester data with teachers, as well as calibrate and develop benchmarks that align with CCSS and meeting the needs of our student population. Full year professional development calendar was developed including benchmark dates and planning days for teachers to desegregate student results as a classroom and a grade level to productively plan future lessons that meet CCSS. Summer school scheduled and 150 students targeted to service students. Intervention completed for math Tri 1, 2, 3 intervention ELA only during Tri 2 and 3. There was push-in intervention for students throughout trimester 2. After schools support was offered daily to students in the area of math and ELA.

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

The goals were effective in working with new teachers and veteran teachers alike, however it is the starting point and there needs to be a continuation of this process at the site so we are able to collaborate and calibrate what happening at within in classroom across grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference between budgeted expenditures and actual expenditures.

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.

Goal 5

Reclassification rate will increase by 5% annually

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Providing professional development, coaching and resourcing of bilingual teachers to help with understanding strategies to help English Language Learners.

Implementation of ELD PD to unpack standards.

Provide access to conferences that address the EL population to help them improve in their learning.

Coaching and resourcing of all teachers with the instructional focus in ELD across all areas to support EL students.

Provide intervention after school to students struggling in the area of Writing and Reading in the English Language Development

Actual

Teachers were trained in the area of ELD where they were able to unpack the standards and learn how to implement Start Smart curriculum in class during designated ELD. Teachers were taught engagement strategies to help EL students practice language usage.

Teachers received consistent support in the area of ELD for EL Learners, a group of 15 teachers across all grade levels were involved in a piloted group to implement SOAR (Strategic Observation and Reflection) strategies for EL learners.

Teachers provided after school support for students needing scaffolding to meet the reclassification requirements.

Several workshops were offered to parents to help them understand reclassification requirements.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Planned PD on ELD standards for teachers coaching for novice teacher teaching EL students enrichment intervention group support of EL students close to reclassifying celebration for reclassifying students.</p>	<p>Teachers were trained in the area of ELD where they were able unpack the standards and learning how to implement Start Smart curriculum in class during designated ELD. Teachers were taught engagement strategies to help EL students practice language usage.</p> <p>Teachers received consistent support in the area of ELD for EL Learners, a group of 15 teachers across all grade levels were involved in a piloted group to implement SOAR (Strategic Observation and Reflection) strategies for EL learners.</p> <p>Teachers provided after school support for students needed scaffolding to meet the reclassification requirements.</p> <p>Several workshop were offered to parents to help them understand reclassification requirements.</p>	<p>35,000</p>	<p>Teachers PD 10,000 Intervention Aide 15,000 After school support 10,000 Workshops 5,000 ILT training 7,500</p>

Analysis

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

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

Support for teachers to scaffold student learning in the area of writing and reading was implemented after school during two trimesters to help students advance in their reading and writing. Parents were also taught about CELDT scores, students English language development and reading levels that impact students' ability to reclassify. In implementation of these support systems there was success in increasing reclassification rate and parent knowledge.

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

Action was effective, the goals were met or progressed. Although it needs to improve we have a clear path on how to accomplish and increase reclassification rate, for upcoming year. This year with the intervention and a clearer understanding of ELD the reclassification rate increased to 20%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not much of a difference between budget and expenditure

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.

Celebration for reclassified students was added to the outcome in an effort to celebrate students success.

Goal 6

All students will grow in responsibility respect and community via exploration and enrichment environment

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Curricular based field trip classroom environment space at risk screenings of incoming kindergarten students and the implementation of a Social Emotional Learning curriculum for teachers, students, staff and parents alike.
Campus Intervention aides hired to support students and teachers with the implementation of social leaning curriculum.

Actual

Students attended curriculum based field trips, such as, museum, Underwood Farms, Central Library, ICA museum, Little Tokyo, and Riley’s Farm.
Incoming TK and K students are supported with Family Health Services/ Mental Health to identify students with severe issues so that intervention is implemented as soon as the school year begins.
Students received assemblies that addressed respect, responsibility and safeness.
Campus supervision aide was at the site for the year supporting students on field trips and in the classroom to support.

Campus intervention aides hired but their job duties did not reflect the work to be completed around SEL. Campus Assistants are being hired to provide a more coherent model of support for SEL at the site.

Expected

Actual

	School Psych has worked with groups of students with social skills course for two trimesters.
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support for incoming TK/K students and families to acclimate to school Hiring CIA support for high profile students Introducing SEL curriculum Assemblies and rewards for student positive behavior. Field trips for enriching exp. For students</p>	<p>Students attended curriculum based field trips, such as, museum, Underwood Farms, Central Library, ICA museum, Little Tokyo, and Riley’s Farm. Incoming TK and K students are supported with Family Health Services/ Mental Health to identify students with severe issues so that intervention is implemented as soon as the school year begins. Students received assemblies that addressed respect, responsibility and safeness. Campus intervention aides hired but their job duties did not reflect the work to be completed around SEL. Campus Assistants are being hired to provide a more coherent model of support for SEL at the site.</p>	<p>30,000</p>	<p>TK Summer transition 10,000 Rewards for assemblies 2,000 CIA 10,000 Support 5,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>School Psych has worked with groups of students with social skills course for two trimesters</p> <p>School Psych has worked with groups of students with social skills course for two trimesters.</p>		

Analysis

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

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

The overall implementation plan to include Campus Supervision Aides to support teachers with struggling students that are still learning respect, responsibility and good citizenship, did not function as planned. We are working to train Campus Assistants on SEL and Behavioral Intervention to support the needs at the site. In addition we have provided several assemblies to guide students on what is expected from responsible, respectful and good citizen students. Implementation including the Family advocate at the school offering several parent workshops that discuss what is expected of students at the school site and what behaviors will render consequences. In addition the school Psych and Family Advocate offered several social skills groups to assist students.

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

Plan was not overall effective and we are restructuring to include Campus Assistants that are trained in SEL and Behavioral Intervention to best support the needs at the site. Teachers did support the social skills group and they were successful as well students were able to use strategies learned to deal with issues that arise in the classroom or at home. TK process was effective as well, incoming K/TK students and parents felt comfortable coming to the schools site to learn about the environment and teachers that their children will be working with.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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.



Goal 7

All parents will receive multiple forms of communication and feel welcomed to participate to school community

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

The use of parents communication will increase, with the use of the one call system, reception area informational marquee monitor, flyers calendars, newsletters, parent meetings, ELAC, SSC, LCAP committees and monthly parent cafecito

Actual

Student and parents have received support from well informed family and community members (Case Manager).
Parent communication has been disseminate consistently monthly through calendar, menu, flyers, and one-calls.
Meetings and events have been posted and sent through one-calls to parents.
Parent workshops have been occurring monthly to assist parents in meeting their needs.
80% of parents will respond to service agreeing that they fill well informed regarding school events
80% of parents will respond to filling welcomed to participate and decision making for the school.
SEL competencies related to empathy and inclusion are the foundation of parent communication. Multiple strategies were used to communicate with parents and make them feel welcomed to the school and included in the SEL emphasis.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditure
<p>Increase communication with parents with one calls, flyers, emails, text, class dojo, parent survey monthly meetings (Potluck), along with increasing parent attendance on multiple committees</p>	<p>Student and parents have received support from well informed family and community members (Case Manager). Parent communication has been disseminate consistently monthly through calendar, menu, flyers, and one-calls. Meetings and events have been posted and sent through one-calls to parents. Parent workshops have been occurring monthly to assist parents in meeting their needs. 80% of parents will respond to service agreeing that they fill well informed regarding school events 80% of parents will respond to filling welcomed to participate and decision making for the school. SEL competencies related to empathy and inclusion are the foundation of parent communication. Multiple strategies were used to communicate with parents and make them feel welcomed to the school and included in the SEL emphasis.</p>	<p>15,000</p>	<p>Personnel 10,000 Supplies 5,000 Rewards/incentives 5,000</p>

ACTIONS / SERVICES

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

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 included informing parents of the new forms of communication. Surveying parents to get the most updated information to update our system. Implementation of a parent engagement coordinator who helps with the meeting setting up. Consisting meeting monthly for parent meetings and parent workshops which align with parent needs.

SEL focused parent workshops relationship-based meetings were implemented throughout the year

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

The overall effectiveness of the implementation was positive. The number of parents informed about meetings increased by 35%. Parents positively responded to surveys with regards to them being informed about events and information meetings.

At least one SEL focused parent workshop was offered per quarter onsite.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not much of a difference in budgeted expenditures versus actual budgeted amounts.

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.

No changes with the goal.

Goal 8

Students will arrive to school on time

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ LOCAL _____

Annual Measureable Outcomes

Expected

Develop and support efforts to improve attendance an on time arrival for students
Implement follow up protocol for students to address poor attendance and/or time and arrival of students
Such as calls home letters contracts parent meeting parent workshops home visits

Actual

Incentives were developed, such as student punch cards developed to reward students on a weekly bases for attending school daily and on-time. Classrooms also received incentives when perfect attendance was reached. Attendance bulletin was developed to acknowledge student who attended school daily and on time.
Parent contracts were implemented, parent phone calls made to inform parents, parent workshop to address the importance of attendance and tardiness.
Implemented a SART process attendance file system to track attendance issues.
Attendance rate increase consistently for the last three months to 96%.
Tardy rate decreased by 5%. Coordinator of Operations and Case Manager met with truant families and informed them about contract regarding attendance home visits were implemented when needed.
Tardiness decreased after the implementation of the SEL curriculum and morning meetings

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Improve attendance with board introducing data to parents, incentives for parents, students, families and celebrations</p>	<p>Incentives were developed, such as student punch cards developed to reward students on a weekly bases for attending school daily and on-time. Classrooms also received incentives when perfect attendance was reached. Attendance bulletin was developed to acknowledge student who attended school daily and on time.</p> <p>Parent contracts were implemented, parent phone calls made to inform parents, parent workshop to address the importance of attendance and tardiness.</p> <p>Implemented a SART process attendance file system to track attendance issues.</p> <p>Attendance rate increase consistently for the last three months to 96%.</p> <p>Tardy rate decreased by 5%. The Coordinator of Operations and the Case Manager met with truant families and informed them about contract regarding attendance home visits were implemented when needed.</p> <p>Tardiness decreased after the implementation of the SEL curriculum and morning meetings</p>	<p>25,000</p>	<p>Incentives 5,000 Personnel 10,000 Materials 5,000 Services 5,000</p>

Analysis

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

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

Overall implementation included: more one-calls made to inform parent of upcoming events. Home visits by Case Manager were completed, attendance contracts developed and students with issues were monitored. Administrative assistant at the site supported in reaching our attendance goal. Family Engagement Liaison worked with parents to support their needs. The Coordinator of Operations supported the SART process and overall hearings on attendance, truancy, and tardiness.

In the area of SEL Morning community circles are started within 5 minutes of the school day beginning.

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

Effectiveness was positive parents were more involved. According to our parent survey parents were in agreement that there has been more of an outreach with parent communication regarding attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not much of a difference between budgeted and estimated expenditures.

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.

Goal 9

Discipline - Schoolwide discipline improvement

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Office referrals will decrease by 10% suspension will remain below 5% for the entire school year. Students will implement SEL curriculum to improve their capacity to deal with issues.
Students need to conduct themselves in socially constructive ways with adults students and staff alike
School will participate in the implementation of an Socially Emotional Learning Curriculum (SEL) where teachers, students, staff, and parents alike are all trained.
Family advocate will assist in supporting in implementation

Actual

Office referrals decreased by 3% and the suspension remained under 3% as well. CIA was hired full time to work with behavior issues.

SEL was implemented at the schools site, teachers received PD and received all of the materials needed to launch the program. Parent workshops were implemented throughout trimester one and two to support learning around SEL implementation.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Decrease discipline referrals and students in the office. Implement CIA and Social groups for high profile cases	<p>Office referrals decreased by 3% and the suspension remained under 3% as well. CIA was hired full time to work with behavior issues.</p> <p>SEL was implemented at the schools site, teachers received PD and received all of the materials needed to launch the program. Parent workshops were implemented throughout trimester one and two to support learning around SEL implementation.</p>	25,000	Personnel 15,000 PD 15,000 Materials

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.

CIA hired, support systems in place to assist students, Case Manger worked with families and students that struggled with citizenship and mental needs.

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

Effectiveness was positive students felt safe and supported at the school site. 75% percent of students responded on the survey that they feel supported by an adult at the school site. Parents stated on the survey that the behavior is improving and they feel that access to the school is safe and welcoming. 71%percent of student stated on the survey that feel safe and a belonging to the school site. Less referrals and less suspension have occurred during this last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference between budgeted and expenditures are similar.

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.

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

Safe School & Productive Environment: All students will have access to a safe and productive environment, starting with a facility that is in good repair.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Repairs to school site for student safety

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Repair roof	Partial repair of roof and solar panels	25% Phase 1 of the roof replacement was completed	50% of the roof replacement phase 2 will be completed	25% of the roof replacement phase 3 will be completed
Repair parking lot	Partial parking lot repairs cracks and unlevelled grounds completed	50% repair of the parking lot to be completed. Repairing holes, gaps and cracks and re-slurring the lot	25% to be completed completion of the re-slurring of the lot, and repainting of the lines.	25% of parking lot will be refaced throughout the years and completed by 2020

Repair playground	Partially completed due to access and usage of area	40% of repair for playground to be completed	30% to be completed throughout the playground and K playground (mats/foam) where needed.	25% for completion of repair to the playground fixing apparatus and refinishing the playground
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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: Charter Elementary School Specific Grade spans: TK-5th Grade

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: Charter Elementary School

Specific Grade spans: TK-5th Grade

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Repairs phase I

Repairs phase II

Repairs phase III

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount 50,000

Amount 50,000

Amount 50000

Source LCFF

Source LCFF

Source LCFF

Budget Reference 5615 – repairs and maintenance

Budget Reference 5615-repairs and maintenance

Budget Reference 5615-repairs and maintenance

New

Modified

Unchanged

Goal 2

Instructional Materials:

All students shall have access to engaging, culturally relevant texts and technology that are aligned with Common Core State 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](#)

Provide instructional material for students, increase technology

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students have CCSS aligned curriculum in math, ELA, Science, Social Studies	Math and ELA K-5 are at 60% completion. Science and Social Studies, need replenishment	80% CCSS aligned curriculum purchased for all students for all subject areas (replenish social studies and science)	10% purchase to complete All subject area	100% all students have in all areas CCSS aligned standards materials
Teacher receive Professional Development for new curriculum purchased	Minimal professional development provided to teachers in the area of ELA, Math, Science, Social Studies	PD will be implemented for all teachers in the area of Math, ELA and Social Studies	Aligned to CCSS in the area of Math, ELA and social science (100% teacher trained)	Aligned to CCSS in the area of Math, ELA and social science (100% teacher trained)
Technology increase at the school site for students	Currently there are 20:1 computers per child at the school site.	25% of technology purchased to improve student ratio	50% of technology purchased to improve student ratio	25% of technology purchased to reach student ratio goal 3:1

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** Roof environment repair

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	<input type="checkbox"/> Specific Grade spans: <u>TK-5th Grade</u>

OR

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

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans: <u>TK-5th Grade</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase of materials PD for teachers

2018-19

New Modified Unchanged

Purchase of materials PD for teachers

2019-20

New Modified Unchanged

Purchase of materials PD for teachers

BUDGETED EXPENDITURES

2017-18

Amount	80,000
Source	LCAPP
Budget Reference	4000- books and supplies 4300 – materials and supplies 4320 – educational software

2018-19

Amount	70,000
Source	LCAPP
Budget Reference	4000- books and supplies 4300 – materials and supplies 4320 – educational software

2019-20

Amount	60,000
Source	LCAPP
Budget Reference	4000- books and supplies 4300 – materials and supplies 4320 – educational software

1000 – Certificate/Subs

1000 – Certificate/Subs

1000 – Certificate/Subs

New

Modified

Unchanged

Goal 3

Teachers Credentialing:

All students will have access to appropriately credentialed teachers and the assigned teachers will understand and effectively implement Common Core State Standards across content areas.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Having prepared teachers with appropriate credentials to teach students. In addition teachers are consistently trained to improve their practice and implementation of standards to students.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers are Credentials	16 out of 22 teachers were completely credentialed	90% of the teachers will be credentialed.	100% of teachers will be credentialed	100% of teachers will be credentialed
All teachers receive appropriate professional development to improve their practice	Minimal professional development provided to teachers in the area of CCSS standards for math, ELA, and science.	100% of teachers will receive professional development in the area of Math, ELA, Science which are thoroughly aligned to CCSS standards	100% will continue to receive professional development in the area of Math, ELA, Science, plus no increasing technology in the alignment	100% of teachers are putting professional development to practice in their classroom in the area of Math, ELA, Science, and technology including all 21 st century skills to push rigor for our students

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** Teacher credentialing

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	<input type="checkbox"/> Specific Grade spans: <u>TK-5th Grade</u>

OR

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

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans: <u>TK-5th Grade</u>

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Coaching, credentialing, PD	Coaching, credentialing, PD	Coaching, credentialing, PD

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 100,000	Amount: 80,000	Amount: 50,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1000 – Certificated 5000 – Consultants 1101 – stipend teachers	Budget Reference: 1000 – Certificated 5000 – Consultants 1101 – stipend teachers	Budget Reference: 1000 – Certificated 5000 – Consultants 1101 – stipend teachers

New Modified Unchanged

Goal 4

Student Proficiency

Students will demonstrate proficiency in the content area of ELA math

[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 moving / showing progress over time to meet proficiency level in the areas of ELA and Math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be proficient in the area of Math	EL students are showing less proficiency in upper grades 3, 4, 5 Math 3 rd = 65% of EL versus 84% of EO students are proficient. 4 th = 44% of EL versus 50% of EO students. 5 th = 62% of EL versus 76% of EO students are proficient.	Goal is to have 50% or more of the EL at proficiency level in the area of Math. EO will show consistent progress with 60% proficiency in this core content area.	Goal is to have 60% or more of the EL at proficiency level in the area of Math. EO's will show consistent progress with 60% proficiency in this core content area.	70% of EL have shown progress in the area of math and 70% or more of the students are proficient in the area of Math. The gap between EL's and EO's will decrease by 10%.
Students will show proficiency in ELA	EL students are showing less proficiency in ELA in upper grades 3, 4, 5	Goal is to have 50% or more of the EL's at a proficiency level in the area of ELA (reading/writing). EO's will	Goal is to have 60% or more of the EL's at proficiency level in the area of ELA (reading/writing). EO's will	70% of EL's have to show progress in the area of ELA and 80% or more of the students will be proficient in the area of ELA.

	<p>3rd = 42% of EL versus 81% of EO students.</p> <p>4th = 63% of EL versus 64% of EO students are proficient.</p> <p>5th = 48% of EL versus 81% of EO students are proficient.</p>	<p>show consistent progress with 50% proficiency in the content area.</p>	<p>show consistent progress with 60% proficiency in the content area.</p>	<p>The gap between EL's and EO's will decrease by 10%.</p>
<p>Teachers will use data to drive their collaboration and teaching practice</p>	<p>Benchmarks have been develop by teachers for each trimester in the area of ELA-Reading, Math there still is a need for ELA –Writing, Science and Social Studies benchmarks and calibrations from teachers and school site leads.</p>	<p>100% of all benchmarks in the area of math and ELA (wiring) will be aligned to CCSS. And aligned with findings from the data and student population need.</p>	<p>100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students' population.</p>	<p>100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students' population.</p>

PLANNED ACTIONS / SERVICES

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

Action **1** Student proficiency

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	Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans: TK-5 th Grade

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans: TK-5 th Grade

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	75,000	Amount	75,000	Amount	75,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 Admin staff 2000 Aides 4000 Materials	Budget Reference	1300 Admin staff 2000 Aides 4000 Materials	Budget Reference	1300 Admin staff 2000 Aides 4000 Materials

1100 Teachers
1920-AfterSchool Staff/Summer

1100 Teachers
1920-AfterSchool Staff/Summer

1100 Teachers
1920-AfterSchool Staff/Summer

New Modified Unchanged

Goal 5

Student Reclassification Rate
Students will reclassify at rate of 15%

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

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

[Identified Need](#)

EL students reclassification rate needs to increase to 15%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
15% of EL students will reclassify.	3% of EL Students have reclassified	10-12% of EL Students targeted have reclassified	12-20% of EL Students targeted have reclassified	20-30% of EL Students targeted have reclassified
Intervention support implemented to support the increase of EL students reclassifying.	No intervention support has been supplied to scaffold student learning in the area of ELD.	1 cycle of intervention is supplied to students targeted for reclassification (28 students targeted with CEDLT scores, reading scores, ELA grades) provided by intervention aides.	2 cycle of intervention is supplied to students targeted for reclassification (28 students targeted with CEDLT scores, reading scores, ELA grades) provided by credential teacher with the assistance intervention aides.	3 cycle of intervention is supplied to students targeted for reclassification (28 students targeted with CEDLT scores, reading scores, ELA grades) provided by credential teacher with the assistance intervention aides.
Teachers of EL students are supported and provided PD.	Teachers have received limited and inconsistent	70% of EL of teachers are provided with Professional Development addressing the	70% of EL of teachers are provided with Professional Development addressing the	100% of EL of teachers are provided with Professional Development addressing the

professional development to address ELL's student needs.

needs of EL students and ELD development

needs of EL students and ELD development

needs of EL students and ELD development

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>	All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	<input checked="" type="checkbox"/> Modified	Unchanged	New	<input checked="" type="checkbox"/> Modified	Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged
Enrichment support for ELL PD for ELL			Enrichment support for ELL PD for ELL			Enrichment support for ELL PD for ELL		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	30,000	Amount	50,000	Amount	30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000 Instructional aides 2100 Instructional aides 4000 materials and supplies	Budget Reference	2000 Instructional aides 2100 Instructional aides 4000 materials and supplies	Budget Reference	2000 Instructional aides 2100 Instructional aides 4000 materials and supplies

New

Modified

Unchanged

Goal 6

All students will grow in responsibility respect and community via exploration and enrichment environment

[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 will grow in responsibility and respect

Students are provided enriching environments

SEL curriculum selected and implemented

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be responsible and respectful (SEL curriculum) and demonstrate it through their actions.	Students have been exposed to assemblies that incorporate SEL curriculum.	60% of students will attend assemblies that address the Social and Emotional Needs curriculum that has been implemented.	70 % of students will have training and implementation of the SEL curriculum. Aides will also receive the training so they too are familiar with curriculum and are able to implement.	80-100% of students, teacher and aides are aware of the SEL curriculum and consistently implement which will dropping referral rates by 20%.
Teachers will have a SEL curriculum to help guide them guiding students' learning.	Teachers have not received training with an SEL curriculum	SEL Curriculum is identified and adopted for the school year with key teachers identified to lead with coach provided to support its development	70% of teachers will be trained with the SEL curriculum and will begin to implement in the classroom.	100% of students will be trained in the SEL curriculum and will implement consistently in the classroom. Parents will also be trained in the area of SEL expectations and vernacular so it is also accepted at home.

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** SEL/ Responsibility and Respect /PD/ material

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	<input type="checkbox"/> Specific Grade spans: <u>TK-5th Grade</u>

OR

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

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans: <u>TK-5th Grade</u>

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 70,000	Amount 70,000	Amount 15,000
Source LCFF	Source LCFF	Source LCFF
Budget Reference 1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100)	Budget Reference 1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100)	Budget Reference 1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100)

4000 -4300 materials and
supplies

4000 -4300 materials and
supplies

4000 -4300 materials and
supplies

New

Modified

Unchanged

Goal 7

All parents will receive multiple forms of communication and feel welcomed to participate to school community

[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 communication will increase and improve

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent communication will increase through multiple forms and methods.	Parent meetings monthly and access to one call (8 meetings per year).	Provide parent meetings 5 times a year with information sent to parents through one-call, parent calendar, FA outreach. Increase the number of parents attending to 33% of population.	Provide parent meetings to 6 times a year with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents attending to 66% of the population.	Increase number of parent meetings to one a month (7-8) with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents attending to 100% of the population.
Parent workshops will increase.	1 meeting per trimester has been occurring.	Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal	Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal	Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 75

		is to have 25% participation of parents.	is to have 50% of participation of parents. with positive feedback on survey (25%) feeling satisfied with parent workshops	parent participation with positive feedback on survey (50%) feeling satisfied with parent workshops.
Committees will include parent input and recommendations	ELAC met 7 times this year SSC met 7 times this year LCAP met 7 this year	Increase the number of meetings to 5 times and increase parent participation at the meetings by 25%	Increase the number of meetings to 6 times and increase parent participation at the meetings by 25%	Increase the number of meetings to 8-10 times and increase parent participation at the meetings by 40%

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** Training Teachers and assuring that teachers are credentialed to teach students,

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	45,000	Amount	45,000	Amount	45,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff	Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff	Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff

New
 Modified
 Unchanged

Goal 8

Attendance- students will arrive to school on-time

[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 communication will increase and improve

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent communication regarding attendance given consistently	Monthly information, trimester assemblies, weekly rewards for students,	Improved attendance by 10%, improve communication to parents that have issues with attendance, develop a SART procedures, develop an protocol system to track attendance issues, have Case Manager conduct home visits and follow with those parents that have attendance issues. .	Improve attendance by 20%, improve communication with parents, have consistent meeting to keep with the SART process, keep procedures developed to check on students that are struggling with attendance, decrease the tardiness issues, incentivize families that do bring children early, have Case Manager drive workshops for parents.	Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bring students to school on time, Case Manager works families struggling, incentivize families and students alike.

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** Attendance

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	40,000	Amount	40,000	Amount	40,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff	Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff	Budget Reference	1300 – administrative staff 4400 – equipment 2400 -Classified staff

New Modified Unchanged

Goal 9

Discipline - Schoolwide discipline improvement

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Discipline decreases and suspension decrease

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease school suspension due to discipline	Less than 10 suspension at the school	5 suspension or less due to discipline (referral)	Less than 5 suspensions due to discipline	0 suspension due to discipline
Bring in an SEL curriculum to the school to support students, teachers, parents alike	No curriculum in place at the school site on cool tools curriculum	Collaborate with lead teachers to select the SEL curriculum and begin the implementation	70% of teachers include SEL curriculum into their practice	80-100% of teachers include SEL curriculum and parents are informed to process and student support.

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 checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u> _____
<u>Location(s)</u>	All schools	Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Charter Elementary School</u>	Specific Grade spans:TK-5 th Grade

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	25,000	Amount	35,000	Amount	25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 – administrative staff 4300 – materials supplies 2400 -Classified staff	Budget Reference	1300 – administrative staff 4300 – materials supplies 2400 -Classified staff	Budget Reference	1300 – administrative staff 4300 – materials supplies 2400 -Classified staff



Stakeholder Engagement

LCAP Year: 2018-2019

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?

On September 29th Para Los Niños (PLN) held a public stakeholder meeting to gather member for the following committees ELAC, SSC, LCAP.

Parents were nominated and committees were established.

The following were the meeting for SSC, ELAC, LCAP along with the number of parents participating:

SSC Meetings – there were a total of 7 meetings for the year (09/27/17, 10/25/2017, 01/24/2018, 02/21/2018, 03/21/2018, 04/25/2018, 05/24/2018). There were a total of 5 parents in the SSC committee.

ELAC Meetings - there were a total of 9 meetings for the year (09/21/2017, 10/19/2017, 01/18/2018, 02/15/2018, 03/15/2018, 04/19/2018, 05/24/2018). There were a total of 9 parents in the ELAC committee.

LCAP Meetings- there were a total of 7 meetings for the year (09/27/17, 10/25/2017, 01/24/2018, 02/21/2018, 03/21/2018, 04/25/2018, 05/24/2018). There were a total of 9 parents in the LCAP committee.

Parent involvement is essential at PLN, there are monthly meetings every last Thursday of the month with parents in the morning and the afternoon to inform them on upcoming events and issues and take in their concerns. In addition the staff provides literacy night to support for parents and families this is a time for families to learn about what their children are learning in there given grade level along with getting to know each other and building relationships with the teachers and staff.

Parent workshops were also offered to the parents every first Thursday of the month in the am and the pm which included topics such as, common core math/ELA, technology and mental health services offered to parents and PLN families. School Site Case Manager also participated in all events to support families and their needs with parenting classes and extending mental health services to

families. We have also created opportunities for parents to participate in reading clubs to help create social connections among families and the school

Impact on LCAP and Annual Update

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

Stakeholders identify the following needs for our school site: Professional development and training for Instructional Aides related to ELA and Math, parent workshops classes to help understand curriculum of EL students, parent committees for cleanup day and fundraising to assist students in funds to go on educational field trips, intervention for EL students, more iPads computer cart to increase technology for students so ration is 3:1, training for after school staff around science and STEM, add more books to existing library in the classroom for grade levels and English language learners, repair of roof to improve safety at the school site.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 978,084

34.72%

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).

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, non-capitalized equipment.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.