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 Middle School, now in its 5th year of operations at the current location, is a cornerstone for working families in Downtown Los Angeles. Co-located on a beautiful campus in the vibrant flower market/toy/piñata district of the industrial downtown sector, Para Los Niños Charter Middle School (PLN CMS) 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 – many of whom are English Learners – are provided multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN CMS believes that deeper, active and engaged learning builds on students' lived experience and knowledge and encourages inquiry and exploration.

LCAP Highlights

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

This year's LCAP features a greater emphasis on engaging parents and the community on the decision making process and the instructional program. Additional highlights in this LCAP plan include a focus on implementing the common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards. Also, this year's LCAP features more rigorous data collection and data analysis, and more emphasis on developing 21st century skills to include using technology to improve instructional program for all students. The

plan also focuses on increased intervention and support for students, including but not limited to establishing in-school intervention programs and resources.

In summary the key features this LCAP plan includes:

*Increase parent and community engagement

*Continuous improvement in implementing the CCSS, ELA/ELD Framework and NGSS

*Laser focus professional development for teachers on developing academic language and literacy skills in all content areas for all students.

*Implement data-driven strategies to monitor student progress and inform instruction

*Establish and implement a well-structured school wide tier 2 and tier 1 intervention plan

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

Some of the most significant progress that has taken place at PLN CMS has been around two critical areas. One of the areas has been the actual academic growth for students. Students at PLN CMS have shown cohort growth in numerous areas, as measured by the CAASPP. In both Math and ELA, students moving from 6th to 7th grade and 7th to 8th grade have all shown academic growth in almost all areas, in meeting CCSS requirements. English learner (EL) students at PLN CMS have additionally shown growth in meeting English proficiency and reclassification requirements. Almost half of all of the EL students at PLN CMS have met English proficiency requirements as measured by either the ELPAC or the CAASPP.   Additionally, over 20% of EL students have met reclassification criteria and are now designated as RFEP. Another area of progress for PLN CMS has been the decrease in students arriving tardy to school as well as student suspensions and expulsions. Although there are areas of improvement which we will be focusing upon this coming year, our current data trajectory shows that there have been significant improvements both academically and in school climate.

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

1. Improve student achievement in ELA, ELD and math as measured by SBAC CELDT and internal common assessments. 2. Improve the school climate by decreasing the suspension and expulsion rates. 3. Provide explicit professional development for teachers to address academic language and literacy development and data driven instruction.

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

The student groups were all performing on-par with the "all student" performance marks. Given the nature of our student body, the majority of our students fall into one or more of the student group categories, and each are in need of improvement.

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	$ 5,188,332
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 344,156

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.

General Fund Expenditure not included in the LCAP include office, custodial, food and other supplies as well as most costs related to the support received from the Network Office (e.g. back office, general insurance, etc.) and some basic operations costs (e.g. utilities, copier leases, etc.).

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,465,400

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

Identify, attract, retain, and build the capacity of teachers, and staff to provide innovative instruction. Maintain staff of fully credentialed teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards.	100% of PLN teachers were fully credentialed, assigned courses authorized under their credential, and taught standards-aligned coursework consistent with culturally proficient best practices.

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
Change hiring practices and postings to better reflect PLN vision and attract better teachers.	CMS administration worked directly with Human Resources to articulate its mission, provide timely and accurate	$14,140 Posting and Cultural Training	$10,616Recruitment Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train teachers in cultural competencies. Train teachers in various components of common core, which will lead to higher levels of student success in all content areas.	postings, and develop a collaborative interview process. CMS teachers received training in working with English Language learners, the English Language Development Standards, access for Students with Disabilities, and building student skills across all disciplines.	$10,000 Professional Development	Professional Development: $11,837

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.

In the past, there were various factors that created barriers to getting the most qualified teachers in the classroom. This past year, CMS administration worked directly with Human Resources to plan staffing in advance, conduct thorough credentialing reviews, craft accurate job descriptions in the postings, highlight CMS mission in publications and job fairs, interview prospective teachers in a timely fashion, and include teachers and staff in the hiring interviews.

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

CMS teachers received training in working with English Language learners and unpacking the California Common core standards in their respective disciplines, and incorporating data results and standards in planning instruction and assessments. This provided students with ELL strategies in their daily lessons, stronger articulation between standards, lesson objectives, and assessments, and a core of teachers working collaboratively to plan lessons, analyze student work, and provide targeted interventions. Additional leadership opportunities for lead teachers on the newly formed Instructional Leadership Team resulted in greater teacher ownership of schoolwide decisions and reduced teacher turnover significantly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although specific amounts differed in actuals, we allocated resources to these areas.

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.

In reviewing staff surveys, LCAP, and school culture workgroup input, PLN administration took action. One of the additional actions at CMS was the development of the CMS Instructional Leadership Team which provided a new leadership opportunity for lead teachers to build their capacity, dive more deeply into data, and increase their commitment to the school and its mission. They underwent a rigorous training and helped to collaboratively lead the staff in important curricular decisions, professional development in analyzing data, and making informed recommendations on curriculum, staffing, and the master schedule.

Goal 2

Increase instructional competency for staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards. Student progress will be monitored by using school benchmarks, student grades, and other assessment data.	Teachers utilized training and professional development received in adolescent culture, trauma informed education, unpacking common core standards, and using data to inform instruction. Teachers developed yearlong instructional plans with benchmarks and short and long term achievement goals.

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
Observe other schools to discuss best practices. Stipends for Grade Level Leads. Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.	Teachers and administration visited several high achieving schools and their programs. Knowledge gained from these visits was incorporated in instruction and curriculum planning and for initiatives for the coming year (ELD, SOAR). Grade level leads received stipends along with other members of the Instructional leadership team. Teachers attended a variety of conferences and trainings in support of Core Content instruction, with a particular focus on subgroup needs. Teachers received targeted professional development in balanced literacy that resulted in more strategic student-centered instruction.	$2000 Observations $4500 Stipends $5000 Conferences	Stipend Costs: $26,173 total, but portion of this was for grade level lead. Conference Fees: $4,376

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.

CMS teachers engaged in specific professional development opportunities to address the precise barriers to learning with which many CMS students struggle. During the Summer Institute and throughout the school year, teachers and administration received training in adolescent culture, trauma informed education, unpacking common core standards, adolescent engagement strategies and using data to inform instruction. CMS has a dedicated time weekly for both professional development and collaborative planning. Teachers worked weekly to develop and monitor yearlong instructional plans with benchmarks and short and long term achievement goals.

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

Teachers and administration visited several high achieving schools and their programs. Knowledge gained from these visits was incorporated in instruction and curriculum planning. After visiting a Readers and Writers workshop demonstration site, ELA teachers incorporated new innovative routines that increased student engagement, reading and writing stamina and productivity. Best practices observed at an award winning middle school resulted in expanding STEM opportunities for students, including digital learning and outdoor education. The implementation of the Instructional Leadership Team generated greater teacher engagement and ownership and boosted staff morale. Teachers collaborated regularly and with greater focus on student work, student progress, assessment fidelity, and instructional planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major differences.

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.

CMS developed a new assessment cycle and process that provides more accurate and timely benchmarks for progress monitoring. The CMS Instructional Leadership Team received ongoing coaching building their capacity to dive more deeply into data and provide professional development to staff on high leverage instructional practices and student engagement strategies.

Goal 3

Implement a cohesive advisory curriculum utilizing college and career readiness standards to ensure students are ready for high school/college.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Students will receive counseling services and support: All students will meet with a counselor to discuss their academic program twice a year. 8th grade students will sign academic contracts to be prepared for culmination. School fair will be provided for all students.	Designated at-risk students met with the counselor a minimum of 2-3 times a year to discuss their academic progress. Eighth grade students signed contracts to reinforce academic expectations; academic requirements were enforced for promotion and related activities.
After school program: Will provide after school program for 200 students, which includes academic support.	The After school program served 230 students and provided girls, boys, and coeducational groups for self-esteem, support, and leadership.
Mentoring Program: Students will be mentored by ASP staff and counseling staff. Most at-risk students will participate in boys' and girls' groups and individual counseling.	As part of a college-going culture, grade levels adopted different universities.
Summer Program: Will provide 3 weeks of summer school for current 6th and 7th graders and a week of summer bridge for incoming 6th graders.	Students participated in both high school and college fairs, including college field trips. Summer School and Summer Bridge for incoming 6th graders adopted a college-bound focus and induction curriculum.

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
Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons. Provide field trips to colleges/universities for all students. Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships. Plan a summer bridge program for 5th graders going to 6th grade	The counselor reviewed course offerings and addressed academic work specifically in the context of high school readiness for all grade levels. The counselor addressed A-G requirements at designated assemblies, 8th grade student workshops, and individual academic counseling conferences. Workshops were held for parents focusing on high school coursework, A-G, and college preparation. 8th grade students participated in two college field trips. Counselor, in tandem with the school Social Worker, referred at risk students to specific teachers, mental health, and interest clubs for support. Summer Bridge program was held serving 90% of incoming sixth graders.	$1,000 Counseling Services $ 6,000 University Field Trips $10,000 Mentoring Program $10,000 Summer Bridge	$10,000 LA TeamWorks Mentoring $23,915 spent for Teacher Salaries for summer programming (portion of this was specifically for Summer Bridge)

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.

Although at the beginning of the year, the counselor spent a disproportionate time counseling students around behavioral issues, she designated protected time to hold academic conferences with academically at-risk student. These sessions included parents when necessary. The counselor also reviewed course offerings and addressed academic work specifically in the context of high school readiness for all 8th graders, A-G requirements, and individual academic counseling conferences. Workshops were held for parents focusing on high school coursework, A-G, and college preparation.

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

Students with acute and chronic family, emotional, or behavioral issues that were interfering with academics received individual and/or family counseling from PLN mental health services. The counselor worked directly with the students' advisory teachers, grade level teams, and mental health liaison. A number of students were targeted for tier 3 academic interventions which resulted in academic improvement for 90% of those participating. Some students were guided to join interest clubs designed to provide guidance, increase student relationships with caring adults and foster academic striving mindsets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actuals aligned with budgeted intent – some minor differences (counseling services were delivered at no cost to school, for example).

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.

Summer Bridge was expanded to include a college prep focus. Summer school was utilized to provided more in depth diagnostic data for at-risk students' grades 6-8 so that they can receive early intervention and are academically prepared to enter high school and meet the A-G requirements.

Goal 4

Decrease number of long term English Learners and increase reclassification rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Decrease the Long Term English Learners by 4% from the 2016-2017 year. Increase reclassification of EL learners.	Decreased Long Term English Learners by over 20% in 2017-18.

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
Provide focused ELD instruction to address the needs of LTELS. Afterschool tutoring for LTELS.	Teachers received professional development in ELD and incorporated EL scaffolds and supports in their instruction. LTELS at risk were identified and assigned to tutoring.	$ 4,500 ELD Tutoring for LTELS $ 3,000 Instructional Materials $ 2,000 ELD Professional Development and Materials	Portion of the $99,638 spent on Instructional Aides was dedicated to tutoring for LTELS

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Buy appropriate instructional materials to incorporate into all content areas to target EL learners. Provide after school workshops/classes to address the identified needs of LTELS. Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.	Teachers received professional development on the new ELD standards and how to strategically integrate them into their instruction. Materials were purchased in both literacy and the sciences with ELD components and ELD strategies for teachers. Materials were purchased for designated ELD for LTELS to be piloted in the fall semester.		

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.

LTELs were identified early in the school year. The faculty was guided to review their CELDT scores, received professional development on ELD standards, and incorporated SIOP strategies to differentiate instruction. LTELs were also given supplementary ELD materials and assigned to tutoring cycles. Counselor coordinated progress monitoring for ELL students.

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

Review of the CELDT data and ELD standards resulted in teachers across the subject areas incorporating SIOP strategies in their learning activities, a greater focus on supplementary support for LTELs, and additional professional development on increasing student mastery of academic language. These factors in combination with targeted tutoring led to 10% decrease in LTELS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Spent as expected on aides, etc. Materials for ELD and PD was delivered by in-house experts at workshops, etc,

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.

Designated ELD instruction is included in Summer School and will be incorporated in daily schedule for LTELs in 18-19. Teachers across all subject areas are receiving additional targeted training on building academic language mastery and incorporating those strategies into their instruction.

Goal 5

Increase the number of students who perform at standard in the HFZ.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase the number of students who perform in the HFZ by 4% from the base year.	The number of students who performed in the HFZ increased by 10% from the base 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Physical Education teachers will identify students and provide necessary interventions within the PE classes. Plan after school sports intramurals with PE teachers (Basketball, running, dance). Curriculum will be designed to help address each area of the HFZ.	Physical Education teachers conducted pre- and post-tests to identify students requiring intervention and targeted support. Numerous after school physical opportunities were provided for students, including basketball, volleyball, track and field, dance, and yoga, as well as an expansion of the school after-school athletics program. Physical education teachers collaboratively planned units to address physical education standards and HFZ skills.	$2,000 Materials and Equipment $13,000 Sports and Intramurals	$4,381 Athletics Costs $1,200 Buses for athletics $1,000 Uniforms/PE supplies: (portions of overall uniform cost)

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.

Both physical education teachers set out a year-long scope and sequence based on physical education standards and HFZ skill objectives. They collaborate on a weekly basis to modify units, plan lessons, diagnose and track student progress and develop interventions.

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

The physical education department is well organized, standards-focused, student-centered and excellent at time on task. All physical education activities were consistently purposeful and students were held accountable to participate and progress. CMS experienced a ten percent increase in students in the HFZ. CMS experienced full student participation in the school Olympics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None to report.

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.

There are no changes to this goal.

Goal 6

Increase the number of students who are reading at grade level and are applying mathematical standards at grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase the number of students by 8% going up 2 or more levels in Reading.	6th to 7th grade students showed 8% growth in Math and 2% growth in ELA.

Expected	Actual
Increase the number of students by 8% scoring 75% or better on Math benchmarks.	7th to 8th grade students showed 3% decline in Math and 3% growth in ELA.

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
Counselor and teachers to identify at risk students for after school clinics. After-school tutoring for students struggling to reach proficiency. Teacher assistants to provide in class interventions to identified students. Teacher collaboration on data and instructional planning.	Counselors and teachers identified at risk students for before and after school interventions in literacy and in math. Instructional aides and teachers provided in class interventions as well as before and after school interventions. Teachers met weekly to collaborate as departments or grade levels to analyze data and plan instruction.	$4,000 Tutoring $20,000 Interventions $ 1,000 Collaborative Planning	Portion of Aides costs (Total was $99,638) Intervention $5,620 Materials/PD

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 and counselor engaged in data analysis of SBAC and local assessments to identify at risk students in math and language arts. Students were assigned in class interventions as well as included in before and after school intervention cycles. These interventions were provided by teachers and instructional aides for identified students grades 6-8.

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

In class and after school interventions resulted in gains in literacy and math for participating students. Math foundational interventions led to a 90% mastery rate on targeted math standards, grades 6-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major differences (but intervention consulting and materials costs were lower than budgeted).

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.

Targeted math and reading foundation interventions will begin at the beginning of the school year and will include all students who demonstrate deficiency in reading and math foundational standards.

Goal 7

Decrease the amount of students arriving to school late. Decrease chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Tardies will decrease by 9% from the base year. Decrease the number of students with 10 or more absences each school year.	Tardies on campus decreased by over 10% for students arriving less than 30 minutes late to campus and by over 15% for students arriving more than 30 minutes late to campus.

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
Students will be given system of positive incentives to encourage on time and regular attendance. Counselor will put chronically tardy or absent students on an attendance tracker and contract, meeting with both students and parents. Family advocate will meet with each family to discuss appropriate interventions to decrease absenteeism and tardies on campus.	Positive incentives were provided for students who demonstrated regular attendance. Counselor, front office, and advisory teachers monitored chronically absentee and tardy. Parents were contacted and students were placed on contract. Where appropriate, the school Social Worker and Family Advocate held workshops and met with families of students with chronic absenteeism to address, develop, and support corrective action.	$35,000 Salary: Family Advocate.	Actual was 1/3 of this – school paid a portion of the Family Advocate salary $14,383 $66,000 Salary: Social Worker

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.

Data management was identified as a goal for the administrative office for this school year. Chronically absent and tardy students were identified by the main office. First period advisory was instituted which allowed for grade checks, focus on success habits, and monitoring of all student performance.

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

Student and parents were contacted by phone, letter, and in person. Group meetings and home visits were conducted. Where necessary, attendance contracts were initiated and monitored. Tardies decreased significantly with the early morning daily check-ins and immediate phone calls to parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See note above (we did not pay as much as expected due to cost sharing).

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.

Chronic absentees from previous years are being flagged for early intervention and schoolwide positive incentives are being increased for individual and groups to support progress for school attendance and on time arrivals.

Goal 8

Develop a system and policy to address cyber-bulling, bullying and consistent behavioral expectations across all classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Develop and implement positive behavior curriculum and programs (grades, tardies, behavior, and bathroom) to decrease the number of suspensions by 1% from the base year.	A three-tiered behavior system was implemented including grades, tardies, classroom, and yard expectations.

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
Implement positive behavior programs- free dress for no tardies, caught them being good, fun trips for A's, B's, C's, nachos for no use of bathroom pass. Implement cyber-bullying curriculum in advisory. Implement anti-bullying campaign. Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy.	Positive behavior programs like free dress, caught being good, and other incentives were developed and implemented. Cyber bullying was addressed in the advisory curriculum. The anti-bulling campaign was addressed through assemblies and advisory. Counselor and Assistant Principal, met with staff and students to develop behavioral expectations and policy.	$2,000 Incentives $500 Cyber-Bullying Curriculum $1,200 Anti-Bullying Campaign	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assemblies with students regarding expectations and policies.	The anti-bulling campaign was addressed through assemblies and advisory.		

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.

Assistant Principal and counselor met with stakeholders to implement a tiered behavioral plan. Positive behavior programs like free dress, caught being good, and other incentives were developed and implemented.

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

The three tiered behavioral plan was implemented mid-year addressed many classroom needs that had developed during the beginning and resulted in less in-classroom disruptive behavior over time although suspensions increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some of the expected costs were embedded in overall school program for advisories, etc.

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.

This year CMS is fully implementing PBIS and a social emotional learning curriculum which includes anti bullying elements and objectives.

Goal 9

To increase the number of hours that parents are involved in school events or activities. Increase communication with parents regarding school events.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

[Annual Measureable Outcomes](#)

Expected	Actual
Increase parent involvement in school wide meetings, conference, and activities. Track parent involvement throughout the school year.	Parent involvement continued to increase. The Principal Coffees/Café de Padres, SSC, ELAC, LCAP, parent conferences, and special events all demonstrated an increase in attendance over 16-17.

[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
Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Increase the number of parent meetings held each year: Café de Padres, Pizza with the Principal, Parent Institute for	Parent committees were formed to address school needs and specific events. Additional parent meetings were held in 16-17. Instead of only one meeting at a time, Café de Padres with the Principal	$ 2,000 Fundraising $ 6,000 PIQE $ 2,000 Workshops $ 1,000 Fingerprints	$3,624 Parent Meeting Costs $16,466 1/3 cost of Parent Engagement Coordinator

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Quality Education, PIQE Part II, ESL classes, Parenting Classes, etc. Pay for parent fingerprints to increase number of volunteers.	were held in the morning and in the evening to accommodate parents' work and childcare schedules. Fingerprints were paid for.		

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.

Events were calendared at the beginning of the year and communicated to parents at that time. As events neared parents received written notices and telephone messages. Holding the Parent Coffees in the morning and in the evening doubled the attendance over the previous year and those that attended, did so regularly. We added orientation meetings for a variety of events such as summer school, intervention cohorts, outdoor education, high school day, and eighth grade activities.

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

Holding the Café de Padres, ELAC, SSC, and parent workshop meetings regularly contributed to a sense of ownership and belonging on the part of the respective committee members. As a result, committee members attended with greater regularity and often brought other parents to attend and participate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Hired a full time parent engagement coordinator who took on many of the expected responsibilities that were in original budget.

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.

As a result of parent input and increased attendance at the committee meetings, more parent workshops will be held to support both academic and emotional growth. Parents will receive additional training on the Common Core standards, asset building, behavior management, and college preparation. We are expecting that this increased, focused attendance will result increased student attendance, punctuality, academic striving, and academic achievement.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

At the beginning of the year, Para Los Ninos (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 meetings for SSC, ELAC, LCAP:

SSC	ELAC	LCAP/Cafecito
9/15/2017	9/11/2017	9/28/2017
10/27/2017	10/23/2017	11/1/2017
11/27/2017	11/13/2017	11/29/2017
1/26/2018	1/22/2018	2/1/2018
2/16/2018	2/12/2018	3/1/2018
3/23/2018	3/19/2018	4/5/2018
4/20/2018	4/16/2018	5/3/2018
5/18/2018	5/14/2018	

Impact on LCAP and Annual Update

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

Stakeholder feedback directed the selection of topics for meetings and workshops held at PLN CMS throughout the 2017-2018 school year. Parent involvement and feedback is essential at PLN CMS, in addition to the feedback and conversations during our LCAP, SSC and ELAC meetings, we also hold monthly "Coffee with the Principal" meetings (held every last Wednesday of the month). The meetings are scheduled in the morning and the afternoon to inform parents on school events and initiatives as well as host a forum for questions. LCAP goals that were specifically discussed at "Coffee with the Principal" meetings, were academic achievement and literacy (LCAP goal # 6), English Language Development (LCAP goal # 4) and diet and fitness (LCAP Goal # 5). Emphasis was placed upon these topics as a direct result of stakeholder feedback. In addition, the CMS staff provides a Family literacy night to support parents and families in learning strategies that encourage literacy activities in the home. The family literacy night is hosted in chorus with the Los Angeles Public Library as well as the library staff from CMS (LCAP goals # 6 & 9). Parent workshops were also offered to the parents monthly. The parent workshops were hosted by the CMS Family Advocate (FA) who is a member of the PLN Mental Health team (LCAP goals # 8 & 9). Topics of workshops hosted by the FA include parenting classes, cyber bullying, community enrichment opportunities and an extensive review of PLN mental health services offered to families. In the regular committee meetings, all aspects of the LCAP goals have been discussed and recommendations were talked through in the groups to inform the plan for 18/19.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

Identify, attract, retain, and build the capacity of teachers, and staff to provide innovative instruction. Maintain staff of fully credentialed teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,5

Local Priorities: [List Local Priorities here]

Identified Need:

Students need qualified teachers, and supporting staff i.e. (caring, committed, collaborative, exemplary, credentialed teachers) who use diverse, culturally appropriate teaching strategies.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Retention	2015-2016 staff roster	Retain 85% of staff from 2016-2017 school year	Retain 90% of staff from 2017-2018 school year	Retain 100% of staff from 2018-2019 school 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	PLN CMS

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.	Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.	Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train teachers in culturally responsive pedagogy.	Train teachers in culturally responsive pedagogy.	Train teachers in culturally responsive pedagogy.
Train teachers in all components of common Core State Standards including but not limited to ELA/ELD Framework and NGSS standards.	Train teachers in all components of common Core State Standards including but not limited to ELA/ELD Framework and NGSS standards.	Train teachers in all components of common Core State Standards including but not limited to ELA/ELD Framework and NGSS standards.
Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.	Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.	Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	39,156	43,156	45,156
Source	Base	Base	Base
Budget Reference	5875 – Staff Recruiting 5000 – Consultants 1101 – stipend teachers 5210 - Conferences	5875 – Staff Recruiting 5000 – Consultants 1101 – stipend teachers 5210 - Conferences	5875 – Staff Recruiting 5000 – Consultants 1101 – stipend teachers 5210 – Conferences

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

Unchanged

Goal 2

Implement a cohesive advisory curriculum to ensure students are successful in school as well as are ready for high school/college.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: [List Local Priorities here]

Identified Need:

Students need to be prepared for high school and beyond.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lesson Plans	Number of lesson plans that are aligned towards student success and social emotional learning.	Have 90% percent of all lesson plans that are aligned towards student success and social emotional learning.	Have 95% percent of all lesson plans that are aligned towards student success and social emotional learning.	Have 100% percent of all lesson plans that are aligned towards student success and social emotional learning.
Master Schedule	Number of hours per week dedicated to advisory	Have a minimum of 120 minutes per week dedicated to advisory class.	Have a minimum of 120 minutes per week dedicated to advisory class.	Have a minimum of 120 minutes per week dedicated to advisory class.

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

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

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

All	PLN CMS

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.
Provide field trips to colleges/universities for all students.	Provide field trips to colleges/universities for all students.	Provide field trips to colleges/universities for all students.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.	Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.	Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.
Plan a summer bridge program for 5th graders going to 6th grade.	Plan a summer bridge program for 5th graders going to 6th grade.	Plan a summer bridge program for 5th graders going to 6th grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$90,000	$90,000
Source	Base	Base	Base
Budget Reference	4000- books and supplies 4300 – materials and supplies 5830 –Field Trip expenses 1000 – Certificated/Subs	4000- books and supplies 4300 – materials and supplies 5830 –Field Trip expenses 1000 – Certificated/Subs	4000- books and supplies 4300 – materials and supplies 5830 –Field Trip expenses 1000 – Certificated/Subs

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

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

Unchanged

Goal 3

Decrease number of long term English Learners and increase reclassification rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: [List Local Priorities here]

Identified Need:

80% of our English Learners that have been identified as Long Term English Learners (LTELS) need to be reclassified.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT TESTING	Decrease the number of Long Term English Learners by 4% from the 2016-2017 year. Increase the reclassification rate of EL learners by 4%.	Decrease the number of Long Term English Learners by 4% from the 15-16 year. Increase the reclassification rate of EL learners by 4%.	Decrease the number of Long Term English Learners by 4% from the 16-17 year. Increase the reclassification rate of EL learners by 4%.	Decrease the number of Long Term English Learners by 4% from the 17-18 year. Increase the reclassification rate of EL learners by 4%.

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:

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

Location(s):

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.	Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.	Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.
Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.	Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.	Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$49,000	$49,000	$49,000
Source	Base	Base	Base
Budget Reference	4000- Books and supplies 4300 – Materials and supplies 5000 - Consultants 1000 – Certificated/Subs	4000- Books and supplies 4300 – Materials and supplies 5000 - Consultants 1000 – Certificated/Subs	4000- Books and supplies 4300 – Materials and supplies 5000 - Consultants 1000 – Certificated/Subs

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

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

Unchanged

Goal 4

Increase the number of students who perform in the HFZ by 4% from the base year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: [List Local Priorities here]

Identified Need:

Meet local, state & federal standards for physical fitness.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student performance on Fitness Gram (HFZ)	Student performance on HFZ 2016-2017.	4% increase on overall student performance on HFZ from 2016-2017.	4% increase on overall student performance on HFZ from 2017-2018.	4% increase on overall student performance on HFZ from 2018-2019.

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

All

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

PLN CMS

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	Physical Education teachers will identify students and provide necessary interventions within P.E. classes.
Plan after school sports intramurals with PE teachers (Basketball, running, dance).	Plan after school sports intramurals with PE teachers (Basketball, running, dance).	Plan after school sports intramurals with PE teachers (Basketball, running, dance).
Curriculum will be designed to help address each area of the HFG.	Curriculum will be designed to help address each area of the HFG.	Curriculum will be designed to help address each area of the HFG.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	1101 – Certificated stipends 1300 – Administrative staff 4400 – Equipment 2400 - Classified staff	1101 – Certificated stipends 1300 – Administrative staff 4400 – Equipment 2400 - Classified staff	1101 – Certificated stipends 1300 – Administrative staff 4400 – Equipment 2400 - Classified staff

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

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

Unchanged

Goal 5

Increase the number of students who are reading at grade level and above. Increase the number of students meeting or exceeding mathematical standards at grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: [List Local Priorities here]

Identified Need:

2016-2017 SBAC/CAASPP scores indicate approximately 70% of all students at CMS perform below grade level in both reading and mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Lexile Reading Measurements	Lexile Measurements 2016-2017	Increase the number of students by 8% going up 2 or more levels in Reading	Increase the number of students by 10% going up 2 or more levels in Reading	Increase the number of students by 12% going up 2 or more levels in Reading
Annual Math Benchmark Performance	Bench Mark performance 2016-2017	Increase the number of students by 8% scoring 75% or better on Math benchmarks	Increase the number of students by 10% scoring 75% or better on Math benchmarks	Increase the number of students by 12% scoring 75% or better on Math benchmarks

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual ELA Performance – CAASPP	CAASPP scores 2016-17	Increase the number of students meeting and exceeding standards by 10%.	Increase the number of students meeting and exceeding standards by 10%.	Increase the number of students meeting and exceeding standards by 10%.
Annual Math Performance – CAASPP	CAASPP scores 2016-17	Increase the number of students meeting and exceeding standards by 10%.	Increase the number of students meeting and exceeding standards by 10%.	Increase the number of students meeting and exceeding standards by 10%.

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

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

All	PLN CMS

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counselor and teachers collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.	Counselor and teachers collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.	Counselor and teachers collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.
Teacher assistants to support instruction for identified students.	Teacher assistants to support instruction for identified students.	Teacher assistants to support instruction for identified students.
Provide professional development for teachers on data collection and analysis to inform instruction.	Provide professional development for teachers on data collection and analysis to inform instruction.	Provide professional development for teachers on data collection and analysis to inform instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$72,000
Source	Base	Base	Base
Budget Reference	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers 1920-AfterSchool Staff/Summer	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers 1920-AfterSchool Staff/Summer	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers 1920-AfterSchool Staff/Summer

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

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

Unchanged

Goal 6

Decrease the number of students arriving to school late. Decrease chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 7

Local Priorities: [List Local Priorities here]

Identified Need:

Student tardiness impacts overall academic achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily, Weekly, Monthly Attendance Records	The absentee rate will decrease by 7% from the 2015-2016 year.	The absentee rate will decrease by 7% from the 2016-2017 year.	The absentee rate will decrease by 7% from the 2017-2018 year.	The absentee rate will decrease by 7% from the 2018-2019 year.
Daily record of tardies	Tardies will decrease by 7% from the 2015-2016 year.	Tardies will decrease by 7% from the 2016-2017 year. Maintain a record of daily tardies both in	Tardies will decrease by 7% from the 2017-2018 year. Maintain a record of daily tardies both in	Tardies will decrease by 7% from the 2018-2019 year. Maintain a record of daily tardies both in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		classrooms and the main office.	classrooms and the main office.	classrooms and the main office.

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

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

All	PLN CMS

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.	Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.	Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.
Work with parents through workshops to establish the importance of attendance.	Work with parents through workshops to establish the importance of attendance.	Work with parents through workshops to establish the importance of attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	4300 Materials & Supplies 4720 Other food	4300 Materials & Supplies 4720 Other food	4300 Materials & Supplies 4720 Other food

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

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

Unchanged

Goal 7

Establish a policy to address cyber-bulling and bullying in general. Develop Positive behavioral expectations school wide.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: [List Local Priorities here]

Identified Need:

Positive school-wide behavior supports throughout school will strengthen school culture and enhance opportunities for learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspensions rate	Suspensions during 2015-2016 School year.	Decrease number of suspensions by 1% from 2016-2017.	Decrease number of suspensions by 3% from 2017- 2018.	Decrease number of suspensions by 5% from 2018-2019.

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: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	PLN CMS

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement positive behavior programs such as free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	Implement positive behavior programs such as free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	Implement positive behavior programs such as free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.
Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.	Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.	Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.
Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.	Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.	Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$55,000	$55,000

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	1000 Certificated 2000 Instructional Aide (2100) 2400 Classified Staff 4300 materials and supplies	1000 Certificated 2000 Instructional Aide (2100) 2400 Classified Staff 4300 materials and supplies	1000 Certificated 2000 Instructional Aide (2100) 2400 Classified Staff 4300 materials and supplies

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

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

Unchanged

Goal 8

To increase the number of hours that parents are involved in school events or activities. Increase communication with parents regarding student achievement and school events

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: [List Local Priorities here]

Identified Need:

Increasing parent involvement in events and activities provides access to partnership in student's learning and provides opportunities for relationship building between families and staff.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Tracking parent attendance in scheduled meetings, trainings and information sessions.	24% Parent participation in meetings and school events during 2015-2016 school year.	Parent participation in meetings and school events will increase 35% during 2016-2017 school year.	Parent participation in meetings and school events will increase 45% during 2017-2018 school year.	Parent participation in meetings and school events will increase 50% during 2018-2019 school 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

PLN CMS

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.	Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.	Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.
Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.	Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.	Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	5900 - Communications 4300 – Materials & Supplies 2400 -Classified staff 5841 – Parent Meetings	5900 - Communications 4300 – Materials & Supplies 2400 -Classified staff 5841 – Parent Meetings	5900 - Communications 4300 – Materials & Supplies 2400 -Classified staff 5841 – Parent Meetings

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
$897,118	34.52%

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.