

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

2019-20

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 11th year of operation, is a cornerstone for working families and families experiencing homelessness in Downtown Los Angeles. Co-located on a beautiful campus in the vibrant piñata district of downtown, 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 by 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. 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.

Similar to last year's highlights, 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, nearly 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

This year, we offered an expanded intervention program in ELA/Math, which spanned between January and mid-May and included an intervention component for students during spring break week. We also implemented a PDSA cycle to work in tandem with our professional development and assessment schedule where we analyzed data, presented strategies and assessed students on a shorter basis in order to more closely monitor progress.

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;
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 all content areas.

Annual Update

LCAP Year Reviewed: 2018-2019

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

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Retain 90% of staff from the 2017-2018 school year.	53% of staff were retained from 2017-18 school 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
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 postings, and develop a collaborative interview process.		
Train teachers in cultural competencies.	CMS teachers received regular PD with the Director of Outcomes and Community Impact on implementing successful practices using cultural awareness and SEL as the foundation.	\$43,156	\$27,233
Train teachers in various components of common core, which will lead to higher levels of student			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
success in all content areas.	Training teachers in responsive instructional practices, which will lead to higher levels of student success in all content areas.		

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 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 Instructional Leadership Team resulted in greater teacher ownership of schoolwide decisions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although specific amounts differed in actuals, the cost was much lower than expected.

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 goal was not adjusted this year.

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: 1,2,4,7,8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Have 95% percent of all lesson plans that are aligned towards student success and social emotional learning.	100% of lesson plans were aligned towards student success and social emotional learning.
Have a minimum of 120 minutes per week dedicated to advisory class.	Students receive 120 minutes per week dedicated to advisory class.

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	All students met with the Counselor to discuss progress toward their Individual Graduation	\$90,000	Stipend Costs: \$26,173 total, but portion of this was for

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>workshops and advisory lessons.</p> <p>Provide field trips to colleges/universities for all students.</p> <p>Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.</p> <p>Plan a summer bridge program for 5th graders going to 6th grade.</p>	<p>Plans; 8th grade meetings included a parent/guardian.</p> <p>Students attended 2 college field trips via participation in Teamworks and the After School Program.</p> <p>Counseling, groups, and advisory relationships continue to occur for students.</p> <p>Summer bridge is planned for this summer.</p>		<p>grade level lead.</p> <p>Conference Fees: \$4,376</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 actions and services that were implemented for reaching this goal were a significant positive change for the students on our campus, as well as the families and parents that were involved. Students were given individual attention in order to reach academic goals and additionally set out long-term plans for their overall academic success. This happened through the first contact that they had with CMS by being involved in the Summer Bridge program to help transition students into the Middle School environment. From there, dedicated contact with the counselor to meet with students and develop long-term plans for academic success built upon the initial positive strides that were taken. Lastly, focused and targeted groups that were geared towards having students continue their successes and help to eliminate barriers towards overall academic success.

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

The overall goal of the process has been that it has helped to begin to establish an environment that supports students towards reaching their academic goals in a manner that is supportive and meets their needs. In addition, having so many touch-points where students return to a long-term academic focus that consistently is building towards their success helps to inculcate them with these expectations for themselves. It is anticipated that as this system builds and becomes more robust, students will continue to thrive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Didn't go on college field trips as planned, but they did go through other associated programs like afterschool, teamworks, 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.

N/A

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities:

Annual Measureable Outcomes

Expected

Decrease the number of Long Term English Learners by 4% from the 16-17 year. Increase the reclassification rate of EL learners by 4%.

Actual

Number of English learners from 2017-18 to 2018-19 – 11.3% decrease

Expected**Actual**

	Reclassification rate from 2017-18 to 2018-19 - 10.1% increase
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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>Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.</p> <p>Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.</p>	<p>Professional development to incorporate EL support strategies into all content areas and ensure that EL students are having their language needs met.</p> <p>Purchase appropriate instructional materials to meet the needs of English learner students.</p>	\$49,000	\$33,000

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.

One of the main focus areas over these past two years has been improving the overall outcome of our English learner students. This has been done through dedicated professional development and thoughtful implementation of strategies. This has involved several professional development opportunities that have all pushed towards ensuring that all teachers are providing strategies for EL student success. In tandem with this, we have sought to improve our monitoring, support, and intervention process to meet the needs of struggling students. This ensures that students that are struggling

will receive the intervention that they need and be able to continue to make academic gains.

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

Based on the data that has been reported, the product of these efforts have allowed us to meet the needs of our EL students and move them towards reclassification and long-term academic success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. Professional development was not as costly as planned.

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.

N/A

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

Local Priorities:

Annual Measureable Outcomes

Expected

4% increase on overall student performance on HFZ from 2017-2018.

Actual

Although CDE data has not been updated, student outcomes are expected to be improved with greater emphasis on

Expected**Actual**

	Physical Education standards and cross curricular planning.
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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
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	Teachers will provide differentiated support in PE classes in order to help all students make growth in PE classes.	\$15,000	\$30,000
Plan after school sports intramurals with PE teachers (Basketball, running, dance).	A more robust athletics program, with more teams available for student participation, have been put into place.		
Curriculum will be designed to help address each area of the HFG.	Curriculum has been implemented that helps to ensure that students are physically engaged in the work that is taking place in the class and		

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 implementation of these actions have been very successful this year, as we have had a much more robust program that has included more students and has made physical fitness and athletic involvement a key and ongoing part of student life.

Students have progressed to be more involved in daily physical activities due to their involvement in athletics.

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

The actions and services have been effective in starting to shift the culture of students around athletics in order to ensure that students have exposure to multiple athletic opportunities. We are expecting that with the continued implementation of our athletic program as well as continued work with our PE teachers to implement a varied program will only serve to increase the student overall interest PE and fitness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Athletics expenditures were added to included uniforms, league fees, equipment, teacher stipends, 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.

A more robust athletics program, with more teams available for student participation, have been put into place.

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: 1,2,4,8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<p>Increase the number of students by 10% going up 2 or more levels in Reading</p> <p>Increase the number of students by 10% scoring 75% or better on Math benchmarks</p> <p>Increase the number of students meeting and exceeding standards by 10%.</p> <p>Increase the number of students meeting and exceeding standards by 10%.</p>	<p>As we sought to improve our data collection processes and the assessments that we used, data was inconsistent from the beginning of the year to the end of the year. However, with a more formalized data collection and analysis process, CMS seeks to establish a year-long process that highlights student improvement.</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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counselor and teachers collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.</p> <p>Teacher assistants to support instruction for identified students.</p> <p>Provide professional development for teachers on data collection and analysis to inform instruction.</p>	<p>Assistant Principal coordinated with teachers to identify students that needed additional intervention opportunities before school, after school, and during spring break.</p> <p>Teacher assistants supporting with administering the intervention for the identified students</p> <p>Professional development for teachers on data analysis</p>	<p>\$72,000</p>	<p>\$60,000</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.

The implementation of these services were able to be fully implemented this past year to put into place a thorough intervention program that was targeted toward student needs as well as having a thorough program that gave students several weeks of dedicated support and monitoring.

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

The program was effective in that it allowed us to establish a structure for providing intervention. With the structure of the intervention established, it allowed the school to provide services that are designed to meet student needs and have them be successful. Overall, students were better prepared to take the state tests that were timed to coincide with the end of the intervention sessions,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since professional development was provided internally, the budget for that was not utilized.

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.

The Assistant Principal took the lead instead of the Counselor and Teacher Assistants.

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, 5,6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<p>The absentee rate will decrease by 7% from the 2017-2018 year.</p> <p>Tardies will decrease by 7% from the 2017-2018 year. Maintain a record of daily tardies both in classrooms and the main office.</p>	<p>Absenteeism decreased approximately 15% this year.</p> <p>Tardies decreased by approximately 20% this year.</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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.</p> <p>Work with parents through workshops to establish the importance of attendance.</p>	<p>Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.</p> <p>Work with parents through workshops to establish the importance of attendance.</p>	<p>\$5,000</p>	<p>\$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.

The implementation of our attendance goal was a process that began from the start of the year and was worked on with both the teachers as well as the campus as a whole. Work was done to build capacity with teachers to implement and follow through with the rest of the stakeholders took place. Along with this, there was work building buy-in with parents in order to ensure that parents were able to provide additional support of the program with their children at home.

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

The effectiveness of the program has been noted in several key ways. There has been a significant decrease in tardiness from students as well as a decrease in the chronically absent students. In addition, there have been more parents that have been aware of the need for good attendance. Furthermore, the overall attendance rate has increased, reflecting the efforts of emphasizing attendance for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Decrease number of suspensions by 3% from 2017- 2018.	The current suspension rate isn't updated on Dataquest on this either.

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>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.</p> <p>Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.</p> <p>Assemblies with students regarding expectations and policies and</p>	<p>Implement positive behavior programs (PBIS).</p> <p>Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.</p> <p>Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.</p>	\$55,000	\$55,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
recognition for school wide positive behaviors.			

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.

Throughout this year the implementation of these actions have proceeded in phases which have built upon the initial push made by teachers and staff. Work began in the summer with establishment of expectations as well as building expectations on roles between staff. As the year continued, modifications were made to the initial plan in order to maintain implementation and keep positive momentum with student progress.

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

There have been significant changes that have taken place in the discipline and climate at the school with the implementation of the new behavior support system. This has been reflected in maintaining of the reduced suspension and expulsion rates as well as staff that is better able to meet the needs of their students. In addition, day-to-day discipline concerns have been reduced significantly and have overall allowed students to stay in class and focus on their own academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

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

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Parent participation in meetings and school events will increase 45% during 2017-2018 school year.	Parent participation in meetings overall stayed mostly consistent during the 2018-19 school year when compared to the 2017-18 school 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
Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.	Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.	\$15,000	\$15,000

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

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 implementation of these actions has been one that has involved many personnel across the school campus. There has been a more dedicated effort to implement a variety of parent meetings, with several taking place every month. In addition there have been several workshop series, both involving and being led by staff as well as workshops being led by outside partner agencies. These have been on a variety of topics for parents in how to support their children through their middle school transition and adolescence.

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

There has been significant effectiveness in the implementation of the parent courses. Parents have attended the courses and have reported significant satisfaction with the courses provided. In addition there have been a greater effort in the variety of ways to communicate to parents and notify them of the meetings that are taking place. All of this together has led to parents that have reported greater satisfaction with the programs and courses that have been offered and the way that they been informed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

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	Coffee & Pizza with the Principal (morning and evening)
September 14, 2018	September 10, 2018	September 6, 2018
October 12, 2018	October 8, 2018	October 4, 2018
December 14, 2018	December 10, 2018	November 1, 2018
January 18, 2019	January 14, 2019	December 6, 2018
February 15, 2019	February 11, 2019	January 10, 2019
March 15, 2019	March 11, 2019	February 7, 2019
April 12, 2019	April 8, 2019	March 7, 2019
May 13, 2019	May 13, 2019	April 4, 2019
		May 2, 2019

Impact on LCAP and Annual Update

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

Stakeholder feedback was a vital part of the LCAP process and was used as a key way to ensure that stakeholders were given voice throughout the entire process. This was a continuation of the process that was begun last year, in which parents were given monthly opportunities to be involved in feedback on the goals of the LCAP as well as the steps that were being taken in order to ensure meeting the LCAP goals was progressing. Monthly parent meetings all had an LCAP focus for the meeting in which parents were specifically presented an LCAP focus and then were given time for questions and feedback. This then culminated in meetings at the end of the year in which parents were allowed to give any changes or updates to goals that were established for the school. Throughout the year, parents were partners in the LCAP process and were able to make sure that all stakeholder voices were taken into consideration in order to create a local plan that truly represented all of the school needs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

Identify, attract, and retain high quality teachers and staff to provide innovative instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

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 quality teachers and 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)

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.

Train teachers in culturally responsive pedagogy.

2018-19 Actions/Services

Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.

Train teachers in culturally responsive pedagogy.

2019-20 Actions/Services

Change hiring practices and postings to better reflect PLN vision and attract high quality teacher candidates.

Train teachers in culturally responsive pedagogy.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 appropriate cross-curricular strategies to meet the needs of all students as well as meeting content 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: 1, 2, 4, 7, 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

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)

English Learners

Scope of Services:

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

Schoolwide

Location(s):

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

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

Provide 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.

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	\$40,000
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: 1, 2, 4, 8

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
ELPAC 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:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.

2018-19 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.

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.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
content areas to target EL learners.	content areas to target EL learners.	content areas to target EL learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,000	\$49,000	\$30,000
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
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 HFZ.	Curriculum will be designed to help address each area of the HFZ.	Curriculum will be designed to help address each area of the HFZ.

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)

Modified

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: 1,2,4,8

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	
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	
Annual ELA Performance	CAASPP scores 2016-17	Increase the number of students meeting and	Increase the number of students meeting and	Increase the number of students meeting and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ce – CAASPP		exceeding standards by 10%.	exceeding standards by 10%.	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)

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	Modified
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.	Assistant Principal and Teacher Assistants 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	\$60,000
Source	Base	Base	Base
Budget Reference	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers	1300 Admin staff 2000 Aides 4000 Materials 1100 Teachers

Year	2017-18	2018-19	2019-20
	1920-AfterSchool Staff/Summer	1920-AfterSchool Staff/Summer	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)

Modified

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: 3,5,6

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 average attendance rate will increase by .5% from the 2018-19 year.
Daily record of tardies	Tardies will decrease by 7% from the			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-2016 year.	2016-2017 year. Maintain a record of daily tardies both in classrooms and the main office.	2017-2018 year. Maintain a record of daily tardies both in classrooms and the main office.	2018-2019 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.

Work with parents through workshops to establish the importance of attendance.

2018-19 Actions/Services

Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.

Work with parents through workshops to establish the importance of attendance.

2019-20 Actions/Services

Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.

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)

Modified

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 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 1% 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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.

Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.

2018-19 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.

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.

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.

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.

Budgeted Expenditures

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

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.	Average parent participation in meetings 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout 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.

2018-19 Actions/Services

Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout 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.

2019-20 Actions/Services

Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout 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.

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: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$829,755

34%

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.

