Local Control Accountability Plan and Annual Update (LCAP) Template

**LEA Name**
Para Los Niños Charter Elementary School

**Contact Name and Title**
Norma Silva, Principal

**Email and Phone**
nsilva@paralosninos.org
(213) 239-6605

**2017-20 Plan Summary**

**The Story**
Describe the students and community and how the LEA serves them.

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

**LCAP Highlights**
Identify and briefly summarize the key features of this year’s LCAP.

The key features this LCAP plan includes:
*improving the school facility for safety of the students, staff and families
*increase the reclassification rate for ELL learners (English Language Learners)
*increasing the professional development for teachers teaching EL Learners in the area of Math, ELA and Science
*implementation of Social Emotional Learning Curriculum; professional development; supplemental supports schoolwide for all students.
*additional support to assist ELL learners in acquiring needed fundamental skills in English Language Development through intervention support in the area of English Language Development.

Review of Performance

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

Greatest Progress

Progress that occurred during the 2018-19 school includes:
• Improvement of the facility for safety for all students, parents and staff alike.
• Space has been improved for all TK and K students.
• Our reclassification rate for our English Language Learners is at 11% in 2018-19 due to our efforts in monitoring students and providing intervention in the areas of reading.
• Improvement in teacher practices with implementation of SEL curriculum
• The implementation of consistent professional development in the area of math and reading which has helped teachers improve their practice and understanding of CCSS.

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

Greatest Needs

ELL is the population with the greatest needs. Progress is slow however, it is progressing with the intervention support. The LCCFF evaluation rubric shows that all students including ELL’s are at 17 points below level 3 in English Language Arts. In math all students are 17.7 point below level three (orange, very low).
Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Steps to assist ELL (English Language Learners) includes:

- intervention support for struggling EL students throughout the day, intervention support by teachers afterschool, afterschool program intervention support
- instructional aides for teachers of EL students
- Professional development in mathematics and reading
- Implementation of designated ELD with Smart Start lessons
- Comprehensive Support and Improvement with SEL curriculum and strategies that are trauma informed

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

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

N/A

**Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

**Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair roof: 50% of the roof replacement phase 2 will be completed</td>
<td>Specific repairs were made to areas that had leakage reducing leakage overall.</td>
</tr>
<tr>
<td>Repair parking lot: 25% to be completed completion of the reslurring of the lot, and repainting of the lines.</td>
<td>Some repairs made to asphalt in parking lot.</td>
</tr>
<tr>
<td>Repair playground: 30% to be completed throughout the playground and K playground (mats/foam) where needed.</td>
<td>Kinder playground repairs were made where foam/mats were needed. Playground repairs were made, but not to 30% of the playground.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairs phase II</td>
<td>The facilities department has worked to make reparations on the roof, playgrounds, and parking lot.</td>
<td>$50,000</td>
<td>$33,609</td>
</tr>
</tbody>
</table>

### Analysis

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

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

The facilities department has worked to make reparations on the roof, playgrounds, and parking lot.

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

Providing a safe environment for students, staff, and families is important. Because the projects are partially done in specific areas only, the overall effectiveness is not achieved at the highest level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were differences in the expenditure and actuals in this goal. Repairs were made instead of the planned actions due to the underestimated complexity and cost of the project.

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

We were able to achieve only part of the goal due to the high cost of replacing the roof and the expenditure to re-sully which exceeded our budgeted amount. However, through targeted repairs, the leakage has been reduced significantly.
**Goal 2**

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2,5,8  
Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% purchase to complete All subject area</td>
<td>100% Classroom Libraries in informational text, CCSS aligned, NGSS aligned, Social Studies CA State Standards (C3) aligned</td>
</tr>
<tr>
<td>Aligned to CCSS in the area of Math, ELA and social science (100% teacher trained)</td>
<td>100% Teachers and Instructional Assistants received training in the Mathematics CCSS, Mathematical Practices, Math Talks, Warm-ups, Word Problem.</td>
</tr>
<tr>
<td>50% of technology purchased to improve student ratio</td>
<td>100% Teachers received training in Guided Reading based on CCSS, structure of lesson, strategy and skill lessons, grouping students based on benchmark assessments/</td>
</tr>
<tr>
<td></td>
<td>100% Classrooms received CCSS Mathematics textbooks.</td>
</tr>
<tr>
<td></td>
<td>Technology devices were purchases and increased our device to student ratio: 1 device to 2 students.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Purchase of instructional materials, PD for teachers</td>
<td>Teachers and Instructional Assistants received training.</td>
<td>$ 70,000</td>
<td>$89,295</td>
</tr>
</tbody>
</table>

### 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.

Mathematics consumable instructional materials were replenished, web-based educational software continues to support Mathematics/Literacy, classroom libraries in informational text purchases aligned to CCSS. Professional development provided to continue to support mathematics.

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

Students received a more consistent mathematics program through textbook adoption from last year. Guided Reading PD supported teachers in differentiated instruction. Classroom libraries purchase was determined through process with teacher engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More was expended in this area due to creating a more robust classroom library purchase, along with web-based software to engage students in differentiated reading, and more personalized mathematics support.

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.

Through a teacher survey in literacy, it was determined that over 80% of the teachers needed more non-fiction text in their libraries that align with CCSS, Next Generation Science Standards, Social Studies Standards. The student survey also revealed that students
appeared to have more confidence and familiarity with fiction than non-fiction. The purchase of classroom libraries was strategic in addressing the need for non-fiction text aligned with the standards. Based on the survey, the vast majority of teachers want professional development in Close Reading strategies in non-fiction and text sets to provide grade level access for all students, especially those not reaching grade level benchmarks, ELLs, and SPED students. Survey is available upon request.
Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers will be credentialed</td>
<td>90% of teachers staffed are credentialed</td>
</tr>
<tr>
<td>100% will continue to receive professional development in the area of Math, ELA, Science, plus no increasing technology in the alignment</td>
<td>100% teachers began/continued to receive professional development in Mathematics, ELA, Science, Social Studies</td>
</tr>
<tr>
<td></td>
<td>100% teachers continued to implement technology platforms that align with CCSS in Mathematics and ELA (ST Math, Reading A-Z)</td>
</tr>
<tr>
<td></td>
<td>Coach continues to provide support to assure that all teachers are meeting the requirements to have their credentials completed.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Coaching, credentialing, PD</td>
<td>BTSA Support Provider worked with beginning teachers to clear credential; Mathematics Coaching was provided to beginning teachers; all teachers also</td>
<td>$80,000</td>
<td>$80,157</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>received planning and lesson debrief support in Science/Social Studies. Mathematics PD was implemented in alignment with the CCSS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

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

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

Teachers received professional development in Mathematics, ELA, Science and Social Studies to support their learning as novice and continued growth as developing, experienced teachers.

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

Based on benchmark assessment and observations, most beginning teachers supported students to move from below benchmark to either approaching or meets benchmarks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some of the professional development was provided for the first beginning part of the year, the PD cost was also lower than anticipated.

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

We will return to providing teachers with banked time on Thursdays for planning, coaching, lesson implementation.
Goal 4

Students will demonstrate proficiency in the content area of ELA/Math

State and/or Local Priorities addressed by this goal:

State Priorities: 1,8
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal is to have 60% or more of the EL at proficiency level in the area of Math. EO’s will show consistent progress with 60% proficiency in this core content area.</td>
<td>41% of the EL are at proficiency level in the area of Math.</td>
</tr>
<tr>
<td>Goal is to have 60% or more of the EL’s at proficiency level in the area of ELA (reading/writing). EO’s will show consistent progress with 60% proficiency in the content area.</td>
<td>28% of EL students, grades K-5 met or exceeded grade level expectations on F&amp;P assessments. 50% of EL met or exceeded on DIBELS assessment. 42% EO students met or exceeded expectations on F&amp; P.</td>
</tr>
<tr>
<td>Teachers will use data to drive their collaboration and teaching practice: 100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students’ population.</td>
<td>Teachers are utilizing data to inform their planning and instructional grouping. 100% of the benchmarks are aligned to the CCSS, calibrated by teachers, data results are used to meet the needs of the student population</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Intervention support for students</td>
<td>Intervention support was provided in ELA for students who were below benchmark on the F&amp;P assessments.</td>
<td>$75,000</td>
<td>$153,169</td>
</tr>
</tbody>
</table>

**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.

A focus this year was on providing professional development for teachers to teach at student’s instructional levels through Guided Reading. Intervention groups were determined after a trimester of Guided Reading implementation in the Spring. Intervention was provided focused on phonemic awareness, decoding, and fluency.

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

Overall, students showed some increase in their phonemic awareness and decoding skills based on the Haggerty Phonological Awareness Intervention Assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

80% of instructional staff time was spent on intervention within the classroom.

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 will be an adoption of an ELA series that will be implemented for the 2019-20 school year. We will collect baseline data at the beginning of the school year and will analyze with the Instructional Leadership Team during three benchmark assessment periods. Intervention will be planned based on the new assessments (where applicable).

**Goal 5**

Students will reclassify at rate of 15%

State and/or Local Priorities addressed by this goal:

- **State Priorities:** 4
- **Local Priorities:** [Add Local Priorities Here]

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
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</tr>
</thead>
<tbody>
<tr>
<td>12-20% of EL Students targeted have reclassified</td>
<td>The reclassification rate was 11%.</td>
</tr>
<tr>
<td>2 cycle of intervention is supplied to students targeted for reclassification (28 students targeted with CEDLT scores, reading scores, ELA grades) provided by credential teacher with the assistance intervention aides.</td>
<td>EL students not reaching benchmarks received targeted literacy support by credentialed teachers during the spring trimester.</td>
</tr>
<tr>
<td>Teachers of EL students are supported and provided PD: 70% of EL of teachers are provided with Professional Development addressing the needs of EL students and ELD development.</td>
<td>Teachers implemented ELD professional development in Constructive Conversations in designated ELD instruction and integrated ELD into the content areas.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Enrichment support for ELL, PD for ELL</td>
<td>Our focus this year was implementing last year's PD in ELL. In addition, we shifted our focus in PD to provide teachers with support at teaching reading at student’s instructional level in reading.</td>
<td>$50,000</td>
<td>$45,269</td>
</tr>
</tbody>
</table>

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.

Students received the implementation of the EL professional development in Constructive Conversations. Teachers received support in teaching reading at student’s instructional level with a focus on building vocabulary for ELLs, phonological awareness, decoding.

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

Teachers implemented instructional strategies that were key for ELLs in receiving differentiated instruction in ELA. Students who Reclassify receive a certificate of award for their accomplishment. Parents were involved in the recognition assemblies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Didn’t have the Growing Educators program and most of the PD was done in-house.

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.
Teachers implemented Constructive Conversations in the content areas which enriched the language experiences of ELs. A focus was made to provide additional support to ELs through Guided Reading targeting those students who were not reaching benchmarks with greater frequency of Guided Reading lessons over the week.
Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students will have training and implementation of the SEL curriculum. Aides will also receive the training so they too are familiar with curriculum and are able to implement.</td>
<td>100% of the teachers and instructional assistants received training in trauma-informed care. Where possible, aides participated in the implementation in the classroom. 100% of the teachers and instructional assistants received training in Calm Classroom, mindfulness exercises. 80% of the classrooms Calm Classroom, mindfulness exercises three times per day.</td>
</tr>
<tr>
<td>70% of teachers will be trained with the SEL curriculum and will begin to implement in the classroom.</td>
<td>100% of teachers received training in SEL curriculum, Caring Communities and began to implement in their classroom.</td>
</tr>
</tbody>
</table>

Actions / Services

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</tr>
</thead>
<tbody>
<tr>
<td>Aides will also receive the training so they too are familiar with curriculum and are able to implement.</td>
<td>Throughout the year and on an on-going basis, teachers and aides received support and training to implement the</td>
<td>$70,000</td>
<td>$48,241</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Cell</th>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All teachers and instructional assistants received training in understanding the effects of trauma on the brain and on a child’s behaviors and ability to attend to instruction. Teachers and instructional assistants received training on Caring Communities, mindfulness exercises, including Calm Classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell</th>
<th>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>About 80% of the teachers have consistently used the Caring Communities curriculum, Calm Classroom and other mindfulness exercises three times per day, on a consistent basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell</th>
<th>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The curriculum was purchased last year and all PD was supported internally by staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data can be maintained to more accurately determine how frequently and consistently these practices are being followed in the classroom by having students record the data.</td>
</tr>
</tbody>
</table>

- Teachers will be trained with the SEL curriculum and will begin to implement in the classroom.
- Caring Communities Curriculum and Calm Classroom Mindfulness Curriculum.
Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Provide parent meetings to 6 times a year with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents attending to 66% of the population.</td>
<td>Parents were offered and provided with one-calls, parent calendar, signage for meetings including (ELAC, SSC, LCAP committees).</td>
</tr>
<tr>
<td>Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 50% of participation of parents with positive feedback on survey (25%) feeling satisfied with parent workshops.</td>
<td>Parent workshop offerings have increased, the Panorama Education family survey was administered in the spring with average satisfaction of 87% and many areas in the 90th percentile when compared to schools from throughout the country.</td>
</tr>
<tr>
<td>Committees will include parent input and recommendations: Increase the number of meetings to 6 times and increase parent participation at the meetings by 25%</td>
<td>Goal was met in this area.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Parent Engagement Communication</td>
<td>Parents were offered and provided with one-calls, parent calendar, signage for meetings including (ELAC, SSC, LCAP committees). Parent workshop offerings have increased, the Panorama Education family survey was administered in the spring with average satisfaction of 87% and many areas in the 90th percentile when compared to schools from throughout the country.</td>
<td>$45,000</td>
<td>$8,556</td>
</tr>
</tbody>
</table>

### 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.

Parents receive different forms of communication; One Calls for all parents, flyers in afterschool sign-out, and distribution at carpool; Monthly School Newsletter; Café de Padres are held monthly in morning and evening; Anti-Bullying Workshop; Attendance Workshop; 16 weeks Parenting Classes = 2 hours per session; Adolescent Development Series for 4 weeks an 1 ½ per session; Healthy Relationships Workshop –current for 4 weeks. 1 ½ hour session. Parent Conferences continue to be held during the fall and mid-year. SSC and ELAC meetings were held.

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

Parent involvement depends on the workshop, meetings, interests and availability of our working parents. Communication has increased, attendance has increased slightly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Staff time was already included in other goals; only food and materials were accounted for this goal.

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.

Parents were involved in an agency wide survey. Results are pending and will help to determine action steps.
Goal 8

Attendance- students will arrive to school on-time

State and/or Local Priorities addressed by this goal:

State Priorities: 5
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve attendance by 20%, improve communication with parents, have</td>
<td>Parent contracts were implemented, tardies and absences were monitored</td>
</tr>
<tr>
<td>consistent meeting to keep with the SART process, keep procedures</td>
<td>closely; on a daily basis/Attendance rate</td>
</tr>
<tr>
<td>developed to check on students that are struggling with attendance,</td>
<td>Tardy rate</td>
</tr>
<tr>
<td>decrease the tardiness issues, incentivize families that do bring</td>
<td>Students were incentivized with awards for perfect attendance</td>
</tr>
<tr>
<td>children early, have Case Manager drive workshops for parents.</td>
<td>mid-year and end of year.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement</td>
<td>Communication with parents was consistent to remind them of the importance of on time and daily attendance.</td>
<td>$40,000</td>
<td>$39,516</td>
</tr>
</tbody>
</table>
**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 Administrative Assistant and Case Manager worked collaboratively to closely monitor tardies and absences on a daily basis. Attendance contracts were drafted, mandatory group meetings were held, and individual guidance meetings were held with the School Case Manager.

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

The Case Manager worked with families to try to address through meetings that compelled parents to see the impact of absenteeism on student academic achievement. While a group of parents responded positively, there are still a few chronic challenges that prompt further meetings. Students with perfect attendance received recognition during the mid-year and end-of year period.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

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.

Further monitoring is needed specifically with students with chronic absences. More phone calls and monthly meetings will be needed rather than trimester responses.
Goal 9

Discipline - Schoolwide discipline improvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 suspensions due to discipline</td>
<td>5 suspensions, 2 less than previous year.</td>
</tr>
<tr>
<td>70% of teachers include SEL curriculum into their practice</td>
<td>70% teachers include SEL Caring Communities into their practice consistently</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIA support</td>
<td>All teachers were trained and have been consistently implementing the SEL curriculum and mindfulness practices</td>
<td>$35,000</td>
<td>$22,890</td>
</tr>
</tbody>
</table>

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.

All teachers were trained and have been consistently implementing the SEL curriculum and mindfulness practices.

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

Students who exhibited extreme behaviors have had significant reduction of disruptive episodes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual time spent was slightly less than anticipated.

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

No change.

**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?

An SSC/ELAC Orientation meeting was held on September 13, 2019, when the composition of the ELAC and SSC committees was shared along with roles and responsibilities. On November 8, 2018 Para Los Niños (PLN) held a public stakeholder meeting to gather member for the following committees ELAC, SSC, LCAP. Parents were nominated and committees were established. The following were the meetings for SSC, ELAC, LCAP along with the number of parents participating:

SSC Meetings – there were a total of 7 meetings for the year (09/13/18, 11/28/2018, 02/27/2019, 03/27/2019, 04/24/2019, 05/23/2019). There were a total of 5 parents in the SSC committee.
ELAC Meetings - there were a total of 7 meetings for the year (09/13/18, 11/08/2018, 01/10/2019, 02/14/2019, 03/14/2019, 04/2019, 05/23/2019). There were a total of 7 parents in the ELAC committee.

LCAP Meetings - there were a total of 7 meetings for the year (09/13/18, 11/28/2018, 02/27/2019, 03/27/2019, 04/24/2019, 05/23/2019). There were a total of 5 parents in the LCAP committee.

Parent involvement is essential at PLN, there are monthly Café de Padres meetings every last Thursday of the month with parents and principal in the morning and the afternoon to inform them on upcoming events and issues and take in their concerns. Café de Padres topics include the LCAP goals and information, SSC and ELAC communication to broader groups of parents, including SBAC testing data analysis, EL Identification/EL Programs/ELPAC/Reclassification Process information. Information on the Common Core math/ELA, technology and mental health services offered to parents and PLN families. School Site Case Manager also participated in all events to support families and their needs with parenting classes and extending mental health services to families. In addition the staff provides Back to School Night to support for parents and families this is a time for families to learn about what their children are learning in there given grade level along with getting to know each other and building relationships with the teachers and staff.

Parent workshops were also offered to the parents every first Thursday of the month in the am and the pm which included topics such as, common core math/ELA, technology and mental health services offered to parents and PLN families. School Site Case Manager also participated in all events to support families and their needs with parenting classes and extending mental health services to families. We have also created opportunities for parents to participate in reading clubs to help create social connections among families and the school.

Additionally: Other forms of parent communication and support included: Monthly School Newsletter; Anti-Bullying Workshop; Attendance Workshop; 16 weeks Parenting Classes = 2 hours per session; Adolescent Development Series for 4 weeks an 1 ½ per session; Healthy Relationships Workshop —current for 4 weeks. 1 ½ hour session. Parent Conferences continue to be held during the fall and mid-year. SSC and ELAC meetings were held.

Impact on LCAP and Annual Update

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

Stakeholders identify the following needs for our school site: Professional development for teachers, instructional aides. More Instructional Aides so that there are more across the school supporting all students, especially EL’s related to ELA and Math, more parent workshops classes to help understand curriculum of EL students, designated clean-up days, parent committees for cleanup day, more funding for electronic devices, classroom libraries, intervention for EL students, more technology in STEAM add more books to existing library in the classroom for grade levels and English language learners, cleaner playground. Motivational recognition bumper stickers for parents for children in academics, attendance, incentives. Workshops on Cool Tools, mindfulness, perhaps video of how students learn. More robo calls.
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)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe School &amp; Productive Environment: All students will have access to a safe and productive environment, starting with a facility that is in good repair.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: 1 |
| Local Priorities: [List Local Priorities here] |

Identified Need:

Repairs to school site for student safety.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair roof</td>
<td>Partial repair of roof and solar panels</td>
<td>25% Phase 1 of the roof replacement was completed</td>
<td>50% of the roof replacement phase 2 will be completed</td>
<td>Ongoing deferred maintenance</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Repair parking lot</td>
<td>Partial parking lot repairs cracks and unleveled grounds completed</td>
<td>50% repair of the parking lot to be completed.</td>
<td>25% to be completed completion of the re-slurring of the lot, and repainting of the lines.</td>
<td>No work planned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repairing holes, gaps and cracks and re-slurring the lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair playground</td>
<td>Partially completed due to access and usage of area</td>
<td>40% of repair for playground to be completed</td>
<td>30% to be completed throughout the playground and K playground (mats/foam) where needed.</td>
<td>Licensing of playground.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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):

| CES                             |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairs phase I</td>
<td>Repairs phase II</td>
<td>Continue basic repairs and deferred maintenance</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5615 – repairs and maintenance</td>
<td>5615 – repairs and maintenance</td>
<td>5615 – repairs and maintenance</td>
</tr>
</tbody>
</table>

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

Unchanged
Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5, 8
Local Priorities: [List Local Priorities here]

Identified Need:

Provide instructional material for students, increase technology

Expected Annual Measurable Outcomes

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

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>

OR

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

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

### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
  - Modified
- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged
- Select from New, Modified, or Unchanged for 2019-20
  - unchanged
### 2017-18 Actions/Services

- Purchase of materials PD for teachers

### 2018-19 Actions/Services

- Purchase of materials PD for teachers

### 2019-20 Actions/Services

- Purchase of materials PD for teachers

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>80,000</td>
<td>70,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

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

- Unchanged

### Goal 3

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

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

- State Priorities: 1,2
- Local Priorities: [List Local Priorities here]
Identified Need:

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

Expected Annual Measurable Outcomes

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

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>

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

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

[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

- Modified

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

- Modified

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

- unchanged

2017-18 Actions/Services

- Coaching, credentialing, PD

2018-19 Actions/Services

- Coaching, credentialing, PD

2019-20 Actions/Services

- Coaching, credentialing, PD

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>100,000</td>
<td>80,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000 – Certificated 5000 – Consultants 1101 – stipend teachers 5210 - Conferences</td>
<td>1000 – Certificated 5000 – Consultants 1101 – stipend teachers 5210 - Conferences</td>
<td>1000 – Certificated 5000 – Consultants 1101 – stipend teachers 5210 - Conferences</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)
Goal 4

Students will demonstrate proficiency in the content area of ELA/Math.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,8
Local Priorities: [List Local Priorities here]

Identified Need:

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

Expected Annual Measurable Outcomes

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

| Students will show proficiency in ELA | EL students are showing less proficiency in ELA in upper grades 3, 4, 5 3rd = 42% of EL versus 81% of EO students. 4th = 63% of EL versus 64% of EO students are proficient. 5th = 48% of EL versus 81% of EO students are proficient. | Goal is to have 50% or more of the EL’s at a proficiency level in the area of ELA (reading/writing). EO”s will show consistent progress with 50% proficiency in the content area. | Goal is to have 60% or more of the EL’s at proficiency level in the area of ELA (reading/writing). EO’s will show consistent progress with 60% proficiency in the content area. | 70% of EL’s have to show progress in the area of ELA and 50% of more of the students will be proficient in the area of ELA. The gap between EL’s and EO’s will decrease by 10%. |

| Teachers will use data to drive their collaboration and teaching practice | Benchmarks have been develop by teachers for each trimester in the area of ELA- Reading, Math there still is a need for ELA –Writing, Science and Social Studies benchmarks and calibrations from teachers and school site leads. | 100% of all benchmarks in the area of math and ELA (wiring) will be aligned to CCSS. And aligned with findings from the data and student population need. | 100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students’ population. | 100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students' population. |

### 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)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unchanged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services
Intervention support for students

### 2018-19 Actions/Services
Intervention support for students

### 2019-20 Actions/Services
Intervention support for students

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1300 Admin staff</td>
<td>1300 Admin staff</td>
<td>1300 Admin staff</td>
</tr>
<tr>
<td></td>
<td>2000 Aides</td>
<td>2000 Aides</td>
<td>2000 Aides</td>
</tr>
<tr>
<td></td>
<td>4000 Materials</td>
<td>4000 Materials</td>
<td>4000 Materials</td>
</tr>
<tr>
<td></td>
<td>1100 Teachers</td>
<td>1100 Teachers</td>
<td>1100 Teachers</td>
</tr>
<tr>
<td></td>
<td>1920 AfterSchool Staff/Summer</td>
<td>1920 AfterSchool Staff/Summer</td>
<td>1920 AfterSchool Staff/Summer</td>
</tr>
</tbody>
</table>

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

Based on the data trends from benchmark assessments, the percentages for EL proficiency in Mathematics and ELA have been slightly reduced.

### Goal 5

Students will reclassify at rate of 15%

**State and/or Local Priorities addressed by this goal:**

State Priorities: 4
Local Priorities: [List Local Priorities here]

**Identified Need:**

EL students reclassification rate needs to increase to 15%.
## Expected Annual Measurable Outcomes

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

## 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)

- [Add Students to be Served selection here]

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

- [Add Location(s) selection here]

**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))

- CES

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

- All School

### Actions/Services

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

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

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

**2017-18 Actions/Services**
- Enrichment support for ELL PD for ELL

**2018-19 Actions/Services**
- Enrichment support for ELL PD for ELL

**2019-20 Actions/Services**
- Enrichment support for ELL PD for ELL

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>50,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Year</td>
<td>Budget Reference</td>
<td>Metrics/Indicators</td>
<td>Baseline</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2017-18</td>
<td>2000 Instructional aides</td>
<td>Students will be responsible and</td>
<td>Students have been exposed</td>
</tr>
<tr>
<td></td>
<td>2100 Instructional aides</td>
<td>respect and extend to assemblies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000 materials and supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Unchanged

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6
Local Priorities: [List Local Priorities here]

Identified Need:

Students will grow in responsibility and respect; Students are provided enriching environments; SEL curriculum selected and implemented.

Expected Annual Measurable Outcomes
### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>

**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

- Modified

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

- Modified

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

- Unchanged

#### 2017-18 Actions/Services

[Describe the 2017-18 action/service here]

#### 2018-19 Actions/Services

[Describe the 2018-19 action/service here]

#### 2019-20 Actions/Services

80% of teachers will implement the SEL curriculum.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Reference</td>
<td>1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100) 4000 - 4300 materials and supplies</td>
<td>1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100) 4000 - 4300 materials and supplies</td>
<td>1000 Certificated 1300 Supervisor 2000 Instructional Aide (2100) 4000 - 4300 materials and supplies</td>
</tr>
</tbody>
</table>

### Select from New Goal, Modified Goal, or Unchanged Goal

(Select from New Goal, Modified Goal, or Unchanged Goal)
# Goal 7

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

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

**State Priorities:** 3, 6  
**Local Priorities:** [List Local Priorities here]

## Identified Need:

Parent communication will increase and improve.

## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent communication will increase through multiple forms and methods.</td>
<td>Parent meetings monthly and access to one call (8 meetings per year).</td>
<td>Provide parent meetings 5 times a year with information sent to parents through one-call, parent calendar, FA outreach. Increase the number of parents attending to 33% of population.</td>
<td>Provide parent meetings to 6 times a year with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents</td>
<td>Increase number of parent meetings to one a month (7-8) with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Parent workshops will increase.</td>
<td>1 meeting per trimester has been occurring.</td>
<td>Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 25% participation of parents.</td>
<td>Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 50% of participation of parents with positive feedback on survey (25%) feeling satisfied with parent workshops.</td>
<td>Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 75% parent participation with positive feedback on survey (50%) feeling satisfied with parent workshops.</td>
</tr>
<tr>
<td>Committees will include parent input and recommendations.</td>
<td>ELAC met 7 times this year SSC met 7 times this year LCAP met 7 times this year.</td>
<td>Increase the number of meetings to 5 times and increase parent participation at the meetings by 25%.</td>
<td>Increase the number of meetings to 6 times and increase parent participation at the meetings by 25%.</td>
<td>Increase the number of meetings to 8-10 times and increase parent participation at the meetings by 40%.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade spans):</td>
</tr>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Action/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>45,000</td>
<td>45,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Reference</td>
<td>1300 – administrative staff 4400 – equipment 2400 - classified staff</td>
<td>1300 – administrative staff 4400 – equipment 2400 - classified staff</td>
<td>1300 – administrative staff 4400 – equipment 2400 - classified staff</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)
Goal 8

Attendance- students will arrive to school on-time

State and/or Local Priorities addressed by this goal:

State Priorities: 5
Local Priorities: [List Local Priorities here]

Identified Need:

Parent communication will increase and improve

Expected Annual Measurable Outcomes

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>drive workshops for parents.</td>
<td>families and students alike.</td>
</tr>
</tbody>
</table>

### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>CES</td>
</tr>
</tbody>
</table>

OR

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

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

**Actions/Services**

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

- Modified

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

- Unchanged

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

- Unchanged
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>40,000</td>
<td>40,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
| Budget Reference | 1300 – administrative staff  
                 | 4400 – equipment  
                 | 2400 -Classified staff | 1300 – administrative staff  
                 | 4400 – equipment  
                 | 2400 -Classified staff | 1300 – administrative staff  
                 | 4400 – equipment  
                 | 2400 -Classified staff |

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

Unchanged

### Goal 9

Discipline - Schoolwide discipline improvement

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3,5,6
Local Priorities: [List Local Priorities here]
Identified Need:

Discipline decreases and suspension decrease.

Expected Annual Measurable Outcomes

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

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)

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>CES</td>
</tr>
</tbody>
</table>

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

- Modified

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

- Modified

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

- Unchanged

#### 2017-18 Actions/Services
- CIA support

#### 2018-19 Actions/Services
- CIA support

#### 2019-20 Actions/Services
- SEL, Case Managers, and Campus Aides support

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>25,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Reference</td>
<td>1300 – administrative staff 4300 – materials supplies 2400 - classified staff</td>
<td>1300 – administrative staff 4300 – materials supplies 2400 - classified staff</td>
<td>1300 – administrative staff 4300 – materials supplies 2400 - classified staff</td>
</tr>
</tbody>
</table>

### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year:** **2019-20**
### Estimated Supplemental and Concentration Grant Funds

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 995,596</td>
<td>35 %</td>
</tr>
</tbody>
</table>

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

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

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

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

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

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?
Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may
be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.
Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
   D. The English learner reclassification rate;
   E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

1. The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.

2. The number of students who meet the enrollment requirements.

3. Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

1. The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

2. The total number of cohort members.

3. Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

1. For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).

2. For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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