Introduction:

LEA: Para Los Niños Elementary School   Contact: Santa Acuña, Principal, sacuna@paralosninos.org, 213-239-6605   LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
Para Los Niños Charter Elementary School created processes to gather input from stakeholders including representatives from all numerically significant Sub-groups, in order to develop the Local Control Accountability Plan. Specific stakeholder groups included: • Parents • Teachers and other staff members • Students Throughout the 2015-2016 school year, school achievement data, including data for all subgroups, was reviewed and shared at Coffee/Pizza with the Principal, LCAP Committee meetings, and other parent meetings as well as teacher and staff meetings. An informational power point was made to discuss with parents at various meetings in both English and Spanish. Written information was also distributed to parents in both English and Spanish. Discussion groups took place at meetings in	Feedback from the stakeholders involved in our LCAP committee, ELAC, and School Site Council councils was used to inform and guide the budgeting process and the updating of the LCAP. This includes specific items in the budget that address training for teachers, parent engagement/involvement, school staffing, programs for English Learners and items related to access to instructional materials. Feedback was also collected from students, from additional parents and community members during Café de Padres Principal Meetings as well as other opportunities. *The 8 State Priorities were described in detail to ensure the community was aware and understood the state's focus.*

both English and Spanish to talk about the eight state priorities.
Multiple Informational/input meetings were scheduled:

September 24 Café de padres (behavior/attendance)
October 29 Café de Padres (Behavioral Interventions)
November 19 Café de Padres (Parent Advocate and Safety)
December 10 Board Meeting (Data review)
December 17 Café de padres (school events)
January 27 SSC (LCAP review; Data review)
February 3 Café de padres (ST/Math)
February 11 Board Meeting (CELDT results)
February 18 Café de padres (parenting workshop)
February 21 SSC meeting
March 3 Café de padres (SBAC review testing)
March 10th Café de padres (upcoming events)
March 17th Café de padres (spring break support and ideas)
March 30th SSC meeting
March 31st Café de padres (math support for parents)
April 7 Café de padres (fundraising policies)
April 14th Café de padres (Food wellness)
April 21st Café de padres (parent workshop mental health)
April 27th SSC meeting
April 28th Café de padres (upcoming events parent conference)
May 05 Café de padres (LCAP Accomplishments)
May 18th SSC meeting
May 25 Café de padres (Students progress, Behavioral Interventions, CCSS)
May 26 School Site Council approval (LCAP Update)
June 2 Student feedback due

Feedback from the meetings was compiled for review.

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

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

72% of our population are English language learners; we have a 7% Special Education student population; as a result in our meetings we had a wide-representation of the pupils identified in Education Code section 42238.01. We also had meetings targeted to the families of specific pupils as identified by education code 42238.01.

Café de Padres Principal meetings led to additional goals for the LCAP.

During Leadership Team meetings teachers provided important curricular design suggestions for the following school year, which are also reflected in the LCAP (Systematic ELD, training in Project Based Learning and Cognitively Guided Instruction).

Our meeting on May 26 led to the following changes in our LCAP based on parent feedback:
Work to ensure that we have qualified teachers all year long and communicate with parents regarding the CELDT scores so that they know exactly where their child needs help. They also asked for
- Monthly Parent workshops
- Literacy/Math Nights (once/trimester)
- Parent Teacher Associati
- Parent Center
- Mental health workshops/support groups for parents of children with extraordinary learning needs (e.g., anger management, self-control, etc.)
- Parent workshops for parents understanding policies and procedures

Student feedback included making PE more fun so that students don't realize they are exercising.

	A budget should be allocated for a summer school session for our students that are struggling with reading and math.
Annual Update: - This was the first year that we involved students in the LCAP process. There were many different meetings and opportunities for different parents and staff members to give feedback. - Eight meetings were held with the specific purpose of reviewing the first-year implementation of the LCAP and collecting feedback for the annual update: - January 27 – SSC (LCAP review; Data review) - February 3 Staff Meeting (LCAP Review) - March 11 – Café de padres (Events concerns and issues) - April 15 Café de padres (Reclassification information) - May 11 Café de padres (LCAP Accomplishments) - May 26 School Site Council approval (LCAP Update) - May 27 Student Feedback - May 27 Community Feedback - The only agenda item for these meetings was the review of the first-year implementation of the LCAP. A power point presentation in Spanish and English was used to present each goal. After reading each goal, audience members were asked to provide feedback and suggestions. Notes were collected to inform this update.	**Annual Update:** There is general agreement within the school community that the goals of the LCAP are important and relevant. There is widespread support for the goals in the LCAP plan. The LCAP review meetings allowed sufficient time to review progress towards goals and provide feedback in time to write the update. This was the first year we included students in the feedback process. All meetings involving parents are held in English and Spanish. Written material is also presented in both languages. The following dates were used to review goals: - January – Wednesday January 27th, 3:15pm - Identify LCAP goals - February – Wednesday February 24th, 3:15pm - Goal 1 – All students will have access to a safe and productive environment, starting with a facility that is in good repair. - Goal 2 – All students shall have access to engaging, culturally relevant texts and technology that are aligned with CCSS. - March – Wednesday March 30th, 3:15pm - Goal 3 – All students will have access to appropriately credentialed and assigned teachers who deeply understand and effectively implement CCSS –Goal 6 – All students will grow in responsibility,

	respect and community via exploration and enriching environment
	
	• April – Wednesday April 27th, 3:15pm
	    o Goal 4 – All students will demonstrate proficiency in all content area. –
	
	    o Goal 7 – All Parents will receive multiple communication points and feel welcomed to participate in the school community.
	
	• May – Wednesday May 18th, 3:15pm
	    o Goal 5 – The reclassification rate shall increase by 3% annually.
	    o Goal 8 – All students will arrive to school on time.
	    o Goal 9 – Discipline referrals to office will decrease
	
	• June – Wednesday June 8th, 3:15pm
	    o Recap of SSC
	    o What worked?
	    o How can we improve?

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

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.	Related State and/or Local Priorities: 1 _x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need facility in good repair	
Goal Applies to:	Schools:	PLNCES
	Applicable Pupil Subgroups:	All

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Replace entire sections of roof. Repair roof leaks where appropriate. Implement parking improvement plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development and implement parking improvement plan	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20K – Convert former middle school lunch area to parking. 5K – Staff to serve as student valet each morning
Plan and execute repairs and improvements	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	40K – Replace entire sections roof.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Relocate 3 K Classroom (add one TK) Replace leak in class and hall Repair/update boys bathroom on second floor			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Relocation of 4 classrooms (K – TK) to Eisner building for a better place a better learning space		PLNCES	_x_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 30,000
Plan and execute improvement to roof multiple leaks		PLNCES	_x_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
Upgrade boys restroom 2nd floor		PLNCES	_x_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Repair roof leaks where appropriate. Implement parking improvement plan.			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Implement plan for additional parking improvement		PLNCES	_x_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$ 15,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Other Subgroups: (Specify)_____	
Plan and execute repairs and improvements	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
Set aside space for additional student support and parent center	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Repair roof leaks where appropriate. Implement parking improvement plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement plan for additional parking improvement	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 15,000
Plan and execute repairs and improvements	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
Set aside space for additional student support and	PLNCES	_x_ALL	

parent center		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

GOAL 2:	Instructional materials: All students shall have access to engaging, culturally relevant texts and technology that are aligned with CCSS.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES student need core curriculum texts and technology aligned with CCSS	
Goal Applies to:	Schools:	PLNCES
	Applicable Pupil Subgroups:	All

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	K-5 Math textbooks will be aligned to CCSS Student to laptop ration will increase to 4:1 30 additional laptops will be purchased

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research, purchase and train teachers in use of CCSS-aligned texts and technology hardware and software materials	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	60K – Purchase math and ELA texts: consumables & manipulatives & core texts (enVision grades 3-5 - 15K – Purchase Social studies texts
Update school-wide technology	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	30K – Purchase additional laptops 15K – Purchase doc cams & Smartboards 25K – Purchase class computers

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Math implementation laptop update in library 10 additional I pads purchased

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation new math adoption and PD provided to train teachers on how to use math aligned to CCSS	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 35,000
Desktops in library to updated library technology for student and parent access	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
10 additional laptops ordered for library	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Math implementation laptop update in library 10 additional I pads purchased		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementation of math adoption and PD provided to train teachers on how to use math aligned to CCSS	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 35,000

Desktops in library to updated library technology for student and parent access	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
10 additional laptops ordered for library	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Math implementation laptop update in library 10 additional I pads purchased		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementation of math adoption and PD provided to train teachers on how to use math aligned to CCSS	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$35,000
Desktops in library to updated library technology for student and parent access	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
10 additional laptops ordered for library	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

	GOAL 3:	Teacher Understanding & Implementation of State Standards: All students will have access to appropriately credentialed and assigned teachers who deeply understand and effectively implement CCSS.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need qualified, effective teachers
Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: All

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	75% of teachers will rank personal level of understanding of CCSS as 7 out of 10 of higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess professional development needs and evaluate effectiveness professional development that is provided.	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__8th grade_____	3K Administrator time and review with consultants
Schedule and implement PD training calendar	PLNCES	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____7th and 8th grade_____	10K – PD on Workshop Model aligned to CCSS 10K – Follow-up training for bilingual prog 5K – PD on ELD alignment w/ CCSS
Build deeper understanding and implementations of CCSS in the areas of Math, Social Studies and Science	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20K – PD in Math (CGI), Social Studies & Science (Schaeffer),

| | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
_x_Other Subgroups:(Specify)_____8th grade_____ | |

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	80% of teacher will rank their understanding and knowledge of CCSS math, ELD with clarity of expectation			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule and implement PD's which infuses CCSS with math, social studies, science, ELD consistency throughout the year. Monitor implement of ELD standards through classroom observation, reviewing of ELD lesson plans			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__8th grade_____	$ 20,000
Build a strong SLT team to help building capacity and understanding to co support and implementation of CCSS			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____7th and 8th grade_____	$3 – 5K use of admin

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	80% of teacher will rank their understanding and knowledge of CCSS math, ELD with clarity of expectation			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule and implement PD's which infuses CCSS with math, social studies, science, ELD consistency throughout the year. Monitor implement of ELD standards through classroom observation, reviewing of ELD lesson plans		PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 20,000

Continue to build a strong SLT team to help building capacity and understanding to co support and implementation of CCSS	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3 – 5K use of admin
	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	80% of teacher will rank their understanding and knowledge of CCSS math, ELD with clarity of expectation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule and implement PD's which infuses CCSS with math, social studies, science, ELD consistency throughout the year. Monitor implement of ELD standards through classroom observation, reviewing of ELD lesson plans		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 20,000
Continue to build a strong SLT team to help building capacity and understanding to co support and implementation of CCSS		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3 – 5K use of admin
		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 4:	All students will demonstrate proficiency in all content areas		Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need proficiency in all content areas.	
Goal Applies to:	Schools: PLNCES	
	Applicable Pupil Subgroups:	English Learners (Long-Term English Learners)

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	5% increase in students' reading levels 3% increase in students' Dibels Next results Implement math benchmark intervention program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional and intervention materials as needed	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15K -Project-based learning materials -Intervention & curricular support
Implement intervention program that includes teacher stipends	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____	5K Teacher stipends 2K Staff PD
Summer School	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	70K Summer school

| | | | __ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify) | |

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3 math bench marks administered throughout the year with 75% proficiency 5% of implementation of RIT model for low 10% ELA, 10% struggling and 10% math struggling students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement and progress monitor RTI model with intervention instructional aide to assure that students are progressing after core hours		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 10,000
Summer school offered to struggling students supported by aides and teachers		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000
Stipend for teachers to implement intervention to support students cycling through RTI (pull out data assessment)		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	3 math bench marks administered throughout the year with 75% proficiency 5% of implementation of RIT model for low 10% ELA, 10% struggling and 10% math struggling students

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Implement and progress monitor RTI model with intervention instructional aide to assure that students are progressing after core hours	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 10,000
Summer school offered to struggling students supported by aides and teachers	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$70,000
Stipend for teachers to implement intervention to support students cycling through RTI (pull out data assessment)	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3 math bench marks administered throughout the year with 75% proficiency 5% of implementation of RIT model for low 10% ELA, 10% struggling and 10% math struggling students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement and progress monitor RTI model with intervention instructional aide to assure that students are progressing after core hours		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 10,000
Summer school offered to struggling students supported by aides and teachers		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$70,000

	__Other Subgroups: (Specify)_____	
Stipend for teachers to implement intervention to support students cycling through RTI (pull out data assessment)	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

GOAL 5:	English literacy: The reclassification rate shall increase by 5% annually	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need improved English literacy proficiency
Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: English Learners

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	English learner students will reclassify at a rate of 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual Program: PD, coaching, and resourcing of teachers in bilingual program.	PLNCES	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	25K – PD, coaching, and release-time bilingual program tchrs and CABE 10K – Resources for bilingual teachers and classrooms 3K – Proper screening of incoming Kinder bilingual program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		students.	
Implementation of ELD program: PD, coaching, resourcing of all teachers.	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____	10K – Purchase of student consumables 15K – Teacher resources: books, realia, 20K – PD, coaching, release time for planning
Instructional focus on ELD across all content areas	PLNCES	_x_ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15K – PD on use of ELD applications across content areas 40K – Teachers assistants in all 3-5 classrooms

Expected Annual Measurable Outcomes:	ELL will reclassify at a rate of 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual classrooms have proper training resources to address EL needs		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 15,000
Implementation		_x_ALL	

| Focus material
Afterschool work | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $5,000
$30,000
Instructional aide |
| Instructional focus on ELD for ELS across content areas
Teacher observation coaching resources | | __x_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	ELL will reclassify at a rate of 20%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual classrooms have proper training resources to address EL needs	PLNCES	__x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 15,000
Implementation Focus material Afterschool work	PLNCES	__x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 $30,000 Instructional aide
Instructional focus on ELD for ELS across content areas Teacher observation coaching resources	PLNCES	__x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	ELL will reclassify at a rate of 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual classrooms have proper training resources to address EL needs		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 15,000
Implementation Focus material Afterschool work		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 $30,000 Instructional aide
Instructional focus on ELD for ELS across content areas Teacher observation coaching resources		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 6:	Social and emotional growth: All students will grow in responsibility, respect and community via exploration and enriching environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need social and emotional growth.
Goal Applies to:	Schools: PLNCES

Applicable Pupil Subgroups:	All Subgroups

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	75% of students will report growth in responsibility and respect

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Field Trips Classroom environment	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___SPED_____	12K – Field trips 15K – Classroom environment 10K – family advocate and psychologist to address social skills groups
At-risk screenings of incoming Kinder students	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____SPED___	30K – Family advocate salary
Field Trips Classroom environment	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____SPED____	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	80% of students will increase responsibility

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Field trips for students	PLNCES	__ALL OR: x__Low Income pupils x__English Learners x__Foster Youth x__Redesignated fluent English proficient _x_Other Subgroups:(Specify)__ ___SPED_____	$ 15,000
Support for students/respect lessons given to students throughout year by family advocate	PLNCES	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_____SPED_____	$30,000
PBIS committee developed to create a safe school environment	PLNCES	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_SPED_____	$40,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	80% of students will increase responsibility		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Field trips for students	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 15,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support for students/respect lessons given to students throughout year by family advocate	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$30,000
PBIS committee developed to create a safe school environment	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$40,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	80% of students will increase responsibility

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Field trips for students		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ 15,000
Support for students/respect lessons given to students throughout year by family advocate		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$30,000
PBIS committee developed to create a safe school environment		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$40,000

GOAL 7:	Family Engagement: All parents will receive multiple communication points and feel welcomed to participate in the school community.	Related State and/or Local Priorities: 1__ 2__ 3 _x_ 4__ 5__ 6 _x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	CES students need support from well-informed family and community members.	
Goal Applies to:	Schools: PLNCES	
	Applicable Pupil Subgroups:	

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	73% of parent responders to survey agree that they feel well-informed of school happenings 73% of parent responders to survey believe they are welcomed to participate in school decisions and events

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue use of parent communication system	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5K – parent communication system

Continue monthly parent meetings	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____	2K – Parent outreach 5K – Family advocate salary
Ensure regularity of monthly parent bulletin	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3K – Principal and office staff collaboration

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	75% of parents feel supported at school site		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent communication through consistent parent meetings, workshops and committees	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000
Parent communication through parent monitoring calendar	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _x_ALL OR:	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	80% of parents feel supported at school site			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Parent communication through consistent parent meetings, workshops and committees	PLNCES	_x_ALL		$5,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Parent communication through parent monitoring calendar	PLNCES	_x_ALL		
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
	PLNCES	_x_ALL		
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	85% of parents feel supported at school site			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent communication through consistent parent meetings, workshops and committees	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000
Parent communication through parent monitoring calendar	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 8:	Consistent attendance with timely arrival: All students will arrive to school on time	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	CES students need to be on time every day of the school year

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: ALL

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	95% of students will arrive to school on time

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and support parent-led effort to improve attendance and on-time arrival	PLNCES	_x_ALL OR:	1.5K – parent outreach 2K – assistant principal salary

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	4K – resources to reward on-time arrival

Implement follow-up protocol to address poor attendance and/or on-time arrival of students
    Calls home
    Letters home
    Parent meetings
    Home visits
	PLNCES	__ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify _____
			3K – office staff salary
			5K – assistant principal/family advocate salary

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	5% increase in # of students with 96% attendance rate		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Implement protocol Using SART and SARB process for students that are late and out	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	
Develop and implement an incentive program to implement program to motivate students and teachers	PLNCES	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$5,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	5% increase in # of students with 96% attendance rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement protocol Using SART and SARB process for students that are late and out	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Develop and implement an incentive program to implement program to motivate students and teachers	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000
	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	5% increase in # of students with 96% attendance rate			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement protocol Using SART and SARB process for students that are late and out			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000
Develop and implement an incentive program to implement program to motivate students and teachers			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 9:	Clear and effective discipline: Students will conduct themselves in manner that is consistent with school expectation across all school settings	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	CES students need a safe school climate, strong leadership and clear understanding of behavioral expectations when behavior disrupts engagement across all school settings.	
Goal Applies to:	Schools: PLNCES	
	Applicable Pupil Subgroups: ALL	
LCAP Year: 2015-16		
Expected Annual	Office referral will decrease by 10% from previous year	

Measurable Outcomes:	Suspensions will remain below 5 for the entire school year			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Professional development of Safe School and Responsive classroom	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		10K – PD for entire staff 10K – Assistant Principal salary 10K – School Psychologist salary
Purchase of resources to equip entire staff to more implement behavior management system	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____		15K – purchase of Responsive Classroom and Safe School resources
Improve school-wide protocol for response to misbehavior	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify _____		10K – Assistant Principal salary 10K – School Psychologist salary
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Office referrals will decrease Suspension will decrease remain less than 5% Reporting of discipline issues will be implemented			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Implement a positive behavior plan to address and improve misbehavior and accountability of students	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$10,000
Purchase resources to motivate positive behavior	PLNCES	_x_ALL		$10,000

| e.g – award assemblies, luncheons, assemblies for outside vendors | | OR:
__Low Income pupils   __English Learners
__Foster Youth   __Redesignated fluent English proficient
__Other Subgroups:(Specify)____ _____

_x_ ALL

OR:
__Low Income pupils   __English Learners
__Foster Youth   __Redesignated fluent English proficient
__Other Subgroups:(Specify)____ _____ | |

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Office referrals will decrease Suspension will decrease remain less than 5% Reporting of discipline issues will be implemented		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive behavior plan to address and improve misbehavior and accountability of students	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
Purchase resources to motivate positive behavior e.g – award assemblies, luncheons, assemblies for outside vendors	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a positive behavior plan to address and improve misbehavior and accountability of students	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
Purchase resources to motivate positive behavior e.g – award assemblies, luncheons, assemblies for outside vendors	PLNCES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000
		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Of

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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: PLNCES	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	-Replace entire sections of roof. -Repair roof leaks where appropriate. -Implement parking improvement plan.	Actual Annual Measurable Outcomes:	-Roof repairs made -Separate entries and access points completed -Parking lot committee developed and met periodically -Relocate classrooms -Update and repair restrooms second floor

Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Development and implement parking improvement plan Plan and execute repairs and improvements		20K – Convert former middle school lunch area to parking. 5K – Staff to serve as student valet each morning 40K – Replace entire sections roof.	We had roof repaired on several sections of the building. Separate entries and access points were completed. Parking lot committee developed and met periodically to discuss future parking lot plan.	$75K for repairs and maintenance
Scope of service:			Scope of service:	PLNCES
_x_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year roof repairs were made access points of adjoining sites were addressed. The parking issue still requires attention for the following year. We are developing a different parking approach for the site. We will continue to check the entire site for maintenance issues that need to be addressed. This year we will be relocating several classrooms into a better learning space to service students. In addition update and repairs to second floor restrooms will be completed for student safety

Original	Goal 2: Instructional materials: All students shall have access to engaging,	Related State and/or Local Priorities:

GOAL from prior year LCAP:	culturally relevant texts and technology that are aligned with CCSS.	1 _x_ 2 _x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	-K-5 Math textbooks will be aligned to CCSS -Student to laptop ratio will increase to 4:1 -30 additional laptops will be purchased	Actual Annual Measurable Outcomes:	-PD provided to address math standards so teachers could align math textbooks to CCSS -Laptop ratio increased 3;1 -50 laptops purchased -30 ipads purchased -Math adaption will take place to include -professional development and CCSS alignment -Library will be technologically updated

Planned Actions/Services				
	Budgeted Expenditures			
Research, purchase and train teachers in use of CCSS-aligned texts and technology hardware and software materials. Update schoolwide technology	60K – Purchase math and ELA texts: consumables & manipulatives & core texts (enVision grades 3-5 - 30K – Purchase additional laptops 15K – Purchase Social studies texts 15K – Purchase doc cams & Smartboards 25K – Purchase class computers	PD was provided to train teachers to align text and technology hardware. Achieve3000 was purchased to support grades 3-5 instructional support. School-wide wireless technology was updated through-out the school to support student access. Ipads and Laptops were purchased to have a better ratio of computers per student (3:1)		$16,500 Achieve 3000 $73,000 for technology upgrades/purchases
Scope of service:			Scope of service:	PLNCMS

_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were able to develop a committee of teachers to align current math textbooks to CCSS. However, decision was made which included teachers to move forward towards a new math adoption which will seamlessly align to CCSS. Computers (50 laptops and 30 Ipads) were purchased to improve our ratio. We will continue the following year to offer more PD for teachers on math books and the integration of technology of classroom.

Original GOAL from prior year LCAP:	Goal 3: Teacher Understanding & Implementation of State Standards: All students will have access to appropriately credentialed and assigned teachers who deeply understand and effectively implement CCSS.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3__ 4__ 5__ 6__ 7 _x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	-75% of teachers will rank personal level of understanding of CCSS as 7 out of 10 of higher.	Actual Annual Measurable Outcomes:	-Teachers are surveyed 6/2015 -PD plans to improve knowledge of CCSS math ELA -PD calendar developed for the year to include breakdown of standards with ILT team becoming experts to implement and lead -80% of teacher will rank their understanding and knowledge of CCSS math, ELD with clarity of expectation

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

Assess professional development needs and evaluate effectiveness professional development that is provided. Schedule and implement PD training calendar Build deeper understanding and implementations of CCSS in the areas of Math, Social Studies and Science	3K Administrator time and review with consultants 10K – PD on Workshop Model aligned to CCSS 10K – Follow-up training for bilingual prog 5K – PD on ELD alignment w/ CCSS 20K – PD in Math (CGI), Social Studies & Science (Schaeffer),	Teachers are being surveyed 6/2015 PD plans to improve knowledge of CCSS math ELA being developed to include new math adoption and new teacher PD calendar developed for the year to include breakdown of standards with ILT team becoming experts to implement and lead at the school site. 80% of teacher will rank their understanding and knowledge of CCSS math, ELD with clarity of expectation through survey and accountability measure.	- PD with L. Schaefer 10K
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** PLNCES _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	PD calendar developed for the year to include breakdown of standards with ILT team becoming experts to implement and lead at the school site.		
Original GOAL from prior year LCAP:	Goal 4: All students will demonstrate proficiency in all content areas	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: PLNCES		

Applicable Pupil Subgroups:	English Learners (Long-Term English Learners)

Expected Annual Measurable Outcomes:	-5% increase in students' reading levels -3% increase in students' Dibels Next results -Implement math benchmark intervention program	Actual Annual Measurable Outcomes:	- % Increase in students Dibels - Dibels Next was used - Math benchmarks developed and put into illuminate - RTI model will be implemented per trimester for intervention students - PD developed for new math adoption

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase instructional and intervention materials as needed Implement intervention program that includes teacher stipends Summer School	15K -Project-based learning materials -Intervention & curricular support 5K Teacher stipends 2K Staff PD 70K Summer school	Math benchmarks developed and put into illuminate, teachers had times to desegregate scores and apply to their practice/lesson plans. RTI model will be implemented per trimester for students needing intervention in ELA and Math PD developed for teachers and instructional aides for the new math adoption Summer school will be provided for struggling students	- 10,000 textbooks for social studies - $7,500 for stipends (intervention teachers)
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Instructional aides will be provided with PD on how to work with Dibels and Achieve3000 data to improve their support to teachers Increase in students Dibels scores		

Original GOAL from prior year LCAP:	Goal 5: English literacy: The reclassification rate shall increase by 5% annually	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	PLNCES	
	Applicable Pupil Subgroups:	English learners	

Expected Annual Measurable Outcomes:	- English learner students will reclassify at a rate of 20%	Actual Annual Measurable Outcomes:	-ELL reclassification rate was not met -Bilingual program clearly defined with an early transitional bilingual exit -Teacher pull out to plan and develop intervention support for ELL learners -Coaching and assisting with the implementation of ELD for ELL learners

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Bilingual Program: PD, coaching, and resourcing of teachers in bilingual program. Implementation of ELD program: PD, coaching, resourcing of all teachers. Instructional focus on ELD across all content areas	15K – PD on use of ELD applications across content areas 40K – Teachers assistants in all 3-5 classrooms	Purchased Santilliana resources. Bilingual program clearly defined with an early transitional bilingual exit. Teacher pull out to plan and develop intervention support for ELL learners	-13,000 for ELD curriculum materials - $70,000 for aides in 7 classrooms

			(grades 3-5)
Scope of service:		**Scope of service:**	PLNCES
__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Goal 6: Social and emotional growth: All students will grow in responsibility, respect and community via exploration and enriching environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	-75% of students will report growth in responsibility and respect	Actual Annual Measurable Outcomes:	-Survey being administered -80% of students will increase responsibility -Award assemblies were implemented and developed one per trimester -Field Trips -Incentive programs developed to motivate students Family advocate assisted students (through skills groups, lunch groups)
	Planned Actions/Services		**Actual Actions/Services**

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Field Trips Classroom environment At-risk screenings of incoming Kinder students Field Trips Classroom environment	12K – Field trips 15K – Classroom environment 10K – family advocate and psychologist to address social skills groups 30K – family advocate salary	Student climate/culture survey currently being administered Several field trips were taken by different grade levels Universal (at risk) screener given to all new incoming families to support their needs and guide our mental health intervention. Award assemblies were implemented and developed one per trimester. Incentive programs developed to motivate students Family advocate assisted students (through skills groups, lunch groups)	- $15,000 field trips - $35,000 for Family Advocate salary -5K classroom environment stipends -$800 for awards, assemblies, gatherings

Scope of service:	PLNCES		Scope of service:	PLNCES	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Risk assessment universal screener was administered to the incoming new students/families. Next year's effort will be to re-assess the screening process and the protocol to better measure and service student growth and responsibility and respect. Referral for social skills groups that focuses on anger management developing friendships identifying and expressing emotions played a significant role in meeting the social/emotional needs of students. This year the groups will continue for 3 different 8 week sessions. We have also implemented the process of in-putting data into to monitor to better address

	student needs and develop stronger relationships with higher risk students.	

Original GOAL from prior year LCAP:	Goal 7: Family Engagement: All parents will receive multiple communication points and feel welcomed to participate in the school community	Related State and/or Local Priorities: 1__ 2__ 3 _x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	73% of parent responders to survey agree that they feel well-informed of school happenings 73% of parent responders to survey believe they are welcomed to participate in school decisions and events	Actual Annual Measurable Outcomes:	-Monthly parent meetings -Parent Advocate workshops -Developed calendar with upcoming events and workshops for parent -Home visits by the family advocate -School information meetings and events -75% of parents full support at school site

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue use of parent communication system Continue monthly parent meetings Ensure regularity of monthly parent bulletin	5K – parent communication system 2K – Parent outreach 5K – Family advocate salary	Monthly parent meetings were held. Co-Facilitated parent Cafecito along-side school principal Facilitated monthly workshops (i.e common core standards, SBAC testing) Developed calendar with upcoming events and workshops for parent (organized school wide activities) Home visits by the family advocate	- portion of 35K family advocate salary -$1,500 meeting expenses -$4,000 printing for handbooks, onecall

			School information meetings and events and supported parents by connecting them with basic needs services Next year we will continue parent communication to include parents survey weekly newsletter and develop PACT committee. Dedicated parent outreach staff to support LCAP committee, ELAC and SSC	communication system - $50,000 for dedicated parent outreach staff
Scope of service:			Scope of service: PLNCMS	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year parent communication improved through the monthly parent newsletter, weekly-monthly cafecito, and regular one call messaging to keep parents informed about events Information always posted on front door. Strong parent conference participation this year. Parent volunteer program will be implemented this coming school year.

Original GOAL from prior year LCAP:	Goal 8: Consistent attendance with timely arrival: All students will arrive to school on time	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: PLNCES	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable	-92% of students to arrive to school on time	Actual Annual Measurable	-Goal not met -Monthly attendance letters sent out -Parent meetings to address and assist with

Outcomes:		Outcomes:	attendance issue -Incentive assemblies developed to award perfect attendance (on a monthly basis)

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

Develop and support parent-led effort to improve attendance and on-time arrival
Implement follow-up protocol to address poor attendance and/or on-time arrival of students
    Calls home
    Letters home
    Parent meetings
    Home visits
	1.5K – parent outreach
	2K – assistant principal salary
	4K – resources to reward on-time arrival
	3K – office staff salary
	5K – assistant principal/family advocate salary
		This year monthly attendance letters were sent out
		Parent meetings to address and assist with attendance issue
		
		Roll out SARB and SART
		This year develop and implement and early bird campaign
		Implement incentive program for families, student, teachers to improve attendance
		
		Incentive assemblies developed to award perfect attendance (on a monthly basis)
			- portion of 35K family advocate salary
			- portion of Assistant Principal and office manager salary
			- 4,000 parent communication system and handbook printing
			- 4,500 illuminate for attendance tracking

Scope of service:		Scope of service:	PLNCMS	
_x_ALL		_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

	__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Many efforts were made to inform parents through correspondence and phone system about the importance of their children coming daily and on time. Parent committee were formed to develop strategies to improve and increase punctuality and strategies and incentives. In addition we have now implemented a logging system with to keep track of students who are consistently absent or tardy. We have run reports to pull consistent families and have met with families and informed of implications on tardiness and school learning. Letters are now consistently sent out to inform families. Developing incentive program for our families, students and classrooms to motivate students to come to school on a daily basis.

Original GOAL from prior year LCAP:	Goal 9: Clear and effective discipline: Students will conduct themselves in manner that is consistent with school expectation across all school settings	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: PLNCES
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	-Office referral will decrease by 10% from previous year -Suspensions will remain below 5 for the entire school year	Actual Annual Measurable Outcomes:	-Office referrals tracked through illuminate consistently -RTI behavior plan developed -Professional development on management of student behavior

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development of Safe School and Responsive classroom Purchase of resources to equip entire staff to more implement behavior management system	10K – PD for entire staff 10K – Assistant Principal salary 10K – School Psychologist	Office referrals have decreased more accountability in place to decrease discipline issues.	- 4,000 parent communication system and handbook

Improve school-wide protocol for response to misbehavior	salary 15K – purchase of Responsive Classroom and Safe School resources	RTI behavior plan developed and introduced to School site leadership team and teachers. Tracking system developed and implemented through illuminate to monitor major and minor incidents and clear follow through for all stakeholders. More staff hired to assist with supervision on the yard.	printing - 4,500 illuminate for behavioral tracking - portion of Assistant Principal and office manager salary -$15,000 Supervision Aides
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: PLNCES _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Efforts were made consistently to address behavior issues at the school site. A behavior plan using RTI model was written and presented to school site leadership team and staff to develop continuity and communication with parents, staff and students. We have developed a method for tracking office referral to easily understand discipline instances occurring. In addition we have developed and implemented a clear protocol for dealing with behavior that requires attention outside of the classroom. Have hired two CIA (campus intervention aide) who provides behavior intervention support for students with consistent behavior issues. As a staff we require PD on a behavior intervention system that positively affects student behavior and outcomes.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 934,379.

Supplemental funds are used for the purchase of technology and teacher professional development this year we purchased 50 laptops and 30 iPads which will assist in the areas of language arts, bilingual education.
Staff also benefited professionally and instructionally from lab days, unit planning days, individualized coaching and trainings during pupil free days. Funds were allocated for consultants providing many of the aforementioned training sessions we also provided substitute teachers for lab days and unit planning days, which was also paid for through these allocated funds. Instructional materials that were purchased this year include leveled readers, books for classroom libraries, teacher resource materials.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

34	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).