

Introduction:**LEA:** Para Los Niños Middle School**Contact :** Sandy Mejia, Principal, smejia@paralosninos.org, 213-896-2640**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
<p>Para Los Niños Charter Middle 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.</p> <p>Specific stakeholder groups included:</p> <ul style="list-style-type: none"> • Parents • Teachers and other staff members • Students <p>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.</p> <p>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</p>	<p><i>As a result of various stakeholder meetings, the school has identified common recurring themes, which are reflected in the goals and action/services. Common themes included:</i></p> <ul style="list-style-type: none"> • <i>Differentiated support for the Common Core State Standards (CCSS) initiative and implementation.</i> • <i>Increase the reclassification rate of English Learners,</i> • <i>Effective teacher support and evaluation in implementation of CCSS</i> • <i>Availability of instructional materials and,</i> • <i>Increasing academic and social-emotional counselors and other support personnel</i> • <i>Expansion of targeted support services for foster youth,</i> • <i>Increased communication with and training for</i>

<p>both English and Spanish to talk about the eight state priorities.</p> <p>Multiple Informational/input meetings were scheduled:</p> <ul style="list-style-type: none"> • September 10 Coffee/Pizza with the Principal (Behavioral Interventions) • October 8 Coffee/Pizza with the Principal (Behavioral Interventions) • November 12 Coffee/Pizza with the Principal (Parent Advocate and Safety) • December 9 Staff Meeting (Intramurals) • December 10 Coffee/Pizza with the Principal (Parent Advocate and Safety) • December 10 Board Meeting (Data review) • January 20 Staff Meeting (Parent Advocate) • January 27 SSC (LCAP review; Data review) • February 3 Staff Meeting (LCAP Review) • February 11 Board Meeting (CELDT results) • March 11 Coffee/Pizza with the Principal (LCAP Review) • April 15 Coffee/Pizza with the Principal (LCAP Review) • May 11 Coffee/Pizza with the Principal (LCAP Accomplishments) • May 20 PIQE (Students progress, Behavioral Interventions, CCSS) • May 26 School Site Council approval (LCAP Update) • May 27 Student feedback • May 27 Community Meeting <p>Feedback from all meetings was compiled for review. Input gathered from groups and the final revisions to the plan were completed during the month of May.</p> <p>With the change in California accountability testing, the school has instituted the use of Lexile growth to assess the impact of teachers in implementing CCSS.</p> <p>Additionally, the school has reflected and is now monitoring the key indicators impacting school climate/culture such as attendance, suspensions, and expulsions.</p>	<p><i>parents, and</i></p> <ul style="list-style-type: none"> • <i>Literacy, College and career readiness for all students.</i> <p><i>The priorities identified above are included in the school's budget and investments for targeted student populations are identified on subsequent pages of this document.</i></p> <p><i>Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.</i></p> <ul style="list-style-type: none"> • <i>Foster youth</i> • <i>English Learners</i> • <i>School climate and student engagement</i> • <i>Students with disabilities</i> • <i>Increase support for schools with high teacher turnover</i> • <i>Parent engagement</i> • <i>Focus on literacy for CCSS implementation</i> <p><i>The 8 State Priorities were described in detail to ensure the community was aware and understood the state's focus.</i></p> <p><i>The orientation/presentation was provided in English and Spanish to ensure the information reached our families.</i></p> <p>Twenty-four percent of our population are English language learners; we have a large SPED population at 13%; 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</p>
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	<p>by education code 42238.01.</p> <p>Café de Padres and Pizza with the Principal meetings led to additional goals for the LCAP.</p> <p>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).</p>
<p>Annual Update: Many different meetings and opportunities were provided for different parents, staff members, and students to provide feedback.</p> <p>Meetings were held with the specific purpose of reviewing the first-year implementation of the LCAP and collecting feedback for the annual update:</p> <ul style="list-style-type: none"> • January 27 – SSC (LCAP review; Data review) • February 3 Staff Meeting (LCAP Review) • March 11 – Coffee/Pizza with the Principal (LCAP Review) • April 15 Coffee/Pizza with the Principal (LCAP Review) • May 11 Coffee/Pizza with the Principal (LCAP Accomplishments) • May 26 School Site Council approval (LCAP Update) • May 27 Student Feedback • May 27 Community Feedback <p>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.</p>	<p>Annual Update: There is general agreement within the school community that the goals of the LCAP are important and relevant in attaining high levels of student success. 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. All meetings involving parents are held in English and Spanish. Written material is also presented in both languages.</p> <p>The following data were used to review goals:</p> <p>Goal 1: Percentage of highly qualified teachers; PD notebook;</p> <p>Goal 2: Scope and Sequence for all grade levels and subject areas; financials for materials bought; PAF showing stipends paid; materials from school visits.</p> <p>Goal 3: HS Fair program; sign-in sheets for mentor program; ppt for A-G presentation; Summer Bridge proposal and curriculum.</p>

	<p>Goal 4: CELDT testing; informal and formal assessments. Fountas and Pinnell reading assessment; Lucy Caulkins writing assessment; Achieve 3000 gate, grade level subject area Benchmarks.</p> <p>Goal 5: The Healthy Fitness Zone Test; informal and formal assessments.</p> <p>Goal 6: School-wide expectations posted in each classroom; percentage of students in attendance at assembly; number of students caught being good. Morning sign-in sheet; Sign-in sheets for lunch detention for tardies.</p> <p>Goal 7: Review of the master schedule and student success in electives</p> <p>Goal 8: School-wide expectations posted in each classroom; percentage of students in attendance at assembly; number of students caught being good.</p>
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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 school site.

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:	Identify, attract, retain, and build the capacity of teachers, and staff to provide innovative instruction. Maintain staff of fully credentialed teachers.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Students need qualified teachers, and supporting staff i.e. Caring, committed, collaborative, exemplary, credentialed teachers who use diverse, culturally appropriate teaching strategies.			
Goal Applies to:	Schools:	PLNCMS		
	Applicable Pupil Subgroups:	All		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Change hiring practices and postings to better reflect PLN vision and attract better teachers.	PLNCMS	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	Train teachers in cultural competencies.	PLNCMS	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$8500
	Train teachers in various components of common core.	PLNCMS	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5000

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Change hiring practices and postings to better reflect PLN vision and attract better teachers.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 14,140
Train teachers in cultural competencies.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$
Train teachers in various components of common core, which will lead to higher levels of student success in all content areas.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 10,000

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	PLNCMS	<input checked="" type="checkbox"/> ALL	

Change hiring practices and postings to better reflect PLN vision and attract better teachers.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$14,410
Train teachers in cultural competencies.	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Train teachers in various components of common core, which will lead to higher levels of student success in all content areas.	PLNCMS	<u> x </u> 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:	All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Change hiring practices and postings to better reflect PLN vision and attract better teachers.	PLNCMS		\$14,410
Train teachers in cultural competencies.	PLNCMS		
Train teachers in various components of common core, which will lead to higher levels of student success in all content areas.	PLNCMS		\$10,000



GOAL 2:	Increase instructional competency for staff		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 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:	Students need highly qualified teachers, and supporting staff i.e. Caring, committed, collaborative, exemplary, credentialed teachers who use diverse, culturally appropriate teaching strategies.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Observe other schools to discuss best practices		PLNCMS	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$8000
Stipends for Grade Level Leads		PLNCMS	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3600
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards. Student progress will be monitored by using school benchmarks, student grades, and other assessment data.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Observe other schools to discuss best practices.		PLNCMS	<u>x</u> ALL	\$2,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Stipends for Grade Level Leads	PLNCMS	__x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ 4,500
Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups	PLNCMS	__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:	All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards. Student progress will be monitored by using school benchmarks, student grades, and other assessment data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Observe other schools to discuss best practices.	PLNCMS	__x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,000
Stipends for Grade Level Leads	PLNCMS	__x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$4,500
	PLNCMS	__x__ALL	\$5,000

Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	All students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards. Student progress will be monitored by using school benchmarks, student grades, and other assessment data.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Observe other schools to discuss best practices.		PLNCMS	<u>x</u> ALL	\$2,000
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Stipends for Grade Level Leads		PLNCMS	<u>x</u> ALL	\$4,500
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups		PLNCMS	<u>x</u> ALL	\$5,000
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
GOAL 3:	Implement a cohesive advisory curriculum utilizing college and career readiness standards to ensure students are ready for high school/college.		Related State and/or Local Priorities: 1__ 2_ <u>x</u> _ 3__ 4_ <u>X</u> _ 5__ 6__ 7_ <u>x</u> _ 8_ <u>X</u> _ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Students need to be prepared for high school and beyond.			

Goal Applies to:	Schools: PLNCMS		
	Applicable Pupil Subgroups:	All	
LCAP Year: 2015-16			
Expected Annual Measurable Outcomes:	<p>Counseling services and support: All students will meet with a counselor to discuss their academic program twice a year. 8th grade students will sign academic contracts to be prepared for culmination. School fair will be provided for all students.</p> <p>After school clinics: Will provide after school program for 200 students which includes academic support</p> <p>Mentoring Program: Students will be mentored by ASP staff and counseling staff. Most at-risk students will participate in boys' and girls' groups and individual counseling.</p> <p>Summer Program: Will provide 3 weeks of summer school for current 6th and 7th graders and 2 weeks of summer bridge for incoming 6th graders.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for all students, particularly 8 th grade students, to hear about High Schools through a High School Fair.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>8th grade</u>	\$750
Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>7th and 8th grade</u>	Lesson Development \$5000
Provide field trips to colleges/universities for all students	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Field Trips \$12,000

Provide a mentoring program for identified at-risk students through counseling, groups, CCEJ training and advisory relationships	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At risk and 6th grade</u>	Advisor CCEJ Training \$8000
Plan a summer bridge program for 5 th graders going to 6 th grade	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>8th grade</u>	Teacher Stipends \$5,000

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Students will receive counseling services and support: All students will meet with a counselor to discuss their academic program twice a year. 8th grade students will sign academic contracts to be prepared for culmination. School fair will be provided for all students.</p> <p>After school program: Will provide after school program for 200 students which includes academic support</p> <p>Mentoring Program: Students will be mentored by ASP staff and counseling staff. Most at-risk students will participate in boys' and girls' groups and individual counseling.</p> <p>Summer Program: Will provide 3 weeks of summer school for current 6th and 7th graders and a week of summer bridge for incoming 6th graders.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>8th grade</u>	\$1,000
Provide field trips to colleges/universities for all students	PLNCMS	<input checked="" type="checkbox"/> ALL OR:	\$6000

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>7th and 8th grade</u>	
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships	PLNCMS	<u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000
Plan a summer bridge program for 5 th graders going to 6 th grade	PLNCMS	<u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>At risk and 6th grade</u>	\$ 10,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<p>Counseling services and support: All students will meet with a counselor to discuss their academic program twice a year. 8th grade students will sign academic contracts to be prepared for culmination. School fair will be provided for all students.</p> <p>After school clinics: Will provide after school program for 200 students which includes academic support</p> <p>Mentoring Program: Students will be mentored by ASP staff and counseling staff. Most at-risk students will participate in boys' and girls' groups and individual counseling.</p> <p>Summer Program: Will provide 3 weeks of summer school for current 6th and 7th graders and 2 weeks of summer bridge for incoming 6th graders.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Design counseling services and support for	PLNCMS	<u>x</u> ALL	

students and families on A-G requirements through workshops and advisory lessons.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,000
Provide field trips to colleges/universities for all students	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$6,000
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$10,000
Plan a summer bridge program for 5th graders going to 6th grade	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Counseling services and support: All students will meet with a counselor to discuss their academic program twice a year. 8th grade students will sign academic contracts to be prepared for culmination. School fair will be provided for all students.</p> <p>After school clinics: Will provide after school program for 200 students which includes academic support</p> <p>Mentoring Program: Students will be mentored by ASP staff and counseling staff. Most at-risk students will participate in boys' and girls' groups and individual counseling.</p>
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Summer Program: Will provide 3 weeks of summer school for current 6th and 7th graders and 2 weeks of summer bridge for incoming 6th graders.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,000
Provide field trips to colleges/universities for all students	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$6,0000
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$10,000
Plan a summer bridge program for 5th graders going to 6th grade	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$10,000

GOAL 4:	Decrease number of long term English Learners and increase reclassification rates	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	80% of our English Learners that have been identified as Long Term English Learners (LTELS) need to be reclassified.	

Goal Applies to:	Schools: PLNCMS			
	Applicable Pupil Subgroups:	English Learners (Long-Term English Learners)		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	Decrease the Long Term English Learners by 4% from the 2014-2015 year.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Provide focused ELD instruction to address the needs of LTELS	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Buy appropriate instructional materials	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional Materials ELD – \$3,000	
Provide after school clinics to address the identified needs of LTELS	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Stipends \$3,600	
Stipend to teacher to assist with required paperwork for CELDT and English Learner Program	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Stipends \$750	
Unwrap new EL Standards and purchase materials necessary to implement the standards.	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Planning \$1500	

		__Other Subgroups:(Specify)_____	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Decrease the Long Term English Learners by 4% from the 2014-2015 year. Increase reclassification of EL learners.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide focused ELD instruction to address the needs of LTELs CELDT boot camp for all EL students Afterschool tutoring for LTELs	PLNCMS	__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4,500
Buy appropriate instructional materials to incorporate into all content areas to target EL learners.	PLNCMS	__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000
Provide after school workshops/classes to address the identified needs of LTELs Unwrap new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation	PLNCMS PLNCMS	__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)_____	 \$2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Decrease the Long Term English Learners by 4%. Increase reclassification of EL learners.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide focused ELD instruction to address the needs of LTELS CELDT boot camp for all EL students Afterschool tutoring for LTELS	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$4,500
Buy appropriate instructional materials to incorporate into all content areas to target EL learners.	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$3,000
Provide after school workshops/classes to address the identified needs of LTELS	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$2,000
Unwrap new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual	Decrease the Long Term English Learners by 4%
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Measurable Outcomes:	Increase reclassification of EL learners.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide focused ELD instruction to address the needs of LTELs CELDT boot camp for all EL students Afterschool tutoring for LTELs	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$4,500
Buy appropriate instructional materials to incorporate into all content areas to target EL learners.	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$3,000
Unwrap new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation	PLNCMS	<u> x </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$2,000

GOAL 5:	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u> x </u> 5__ 6__ 7 <u> x </u> 8 <u> x </u> COE only: 9__ 10__ Local : Specify _____	
Identified Need :		
Goal Applies to:	Schools: PLNCMS	
	Applicable Pupil Subgroups:	All
LCAP Year: 2015-16		
Expected Annual Measurable	Increase the number of students who perform in the HFZ by 4% from the base year	

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Physical Education teachers will identify students and provide necessary interventions	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Equipment \$3,286
Plan after school sports intramurals with PE teachers (Basketball, Volleyball, Cheerleading)	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher Stipends \$3,200
Curriculum will be designed to help address each area of the HFG.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the number of students who perform in the HFZ by 4% from the base year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000
Plan after school sports intramurals with PE	PLNCMS	<input checked="" type="checkbox"/> ALL	\$13,000

teachers (Basketball, running, dance)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Curriculum will be designed to help address each area of the HFG.	PLNCMS	<u> x </u> 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:	Increase the number of students who perform in the HFZ by 4% from the base year			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,000	
Plan after school sports intramurals with PE teachers (Basketball, running, dance)	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$13,000	
Curriculum will be designed to help address each area of the HFG.	PLNCMS	<u> x </u> 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
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000
Plan after school sports intramurals with PE teachers (Basketball, running, dance)	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$13,000
Curriculum will be designed to help address each area of the HFG.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 6:	Increase the number of students who are reading at grade level and are applying mathematical standards at grade level	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8_ COE only: 9__ 10__ Local : Specify _____
Identified Need :		
Goal Applies to:	Schools: PLNCMS	
	Applicable Pupil Subgroups:	All Subgroups

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Increase the number of students by 8% going up 2 or more levels in Reading Increase the number of students by 8% scoring 75% or better on Math benchmarks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor and teachers to identify at risk students for after school clinics	PLNCMS	<u> x </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) _____ SPED _____	
Teacher assistants to provide in class interventions to identified students	PLNCMS	<u> x </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) _____ SPED _____	Teacher Assistants \$27,000
Teacher collaboration on data and instructional planning	PLNCMS	<u> x </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) _____ SPED _____	Substitutes \$8000

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the number of students by 8% going up 2 or more levels in Reading Increase the number of students by 8% scoring 75% or better on Math benchmarks		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor and teachers collaborate identify at risk students for intervention program.	PLNCMS	<u> </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) _____ SPED _____	\$4,000
Afterschool tutoring for students struggling to reach proficiency			

Teacher assistants to provide in class interventions to identified students	PLNCMS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u>	\$20,000
Teacher collaboration on data and instructional planning	PLNCMS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u>	\$1,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase the number of students by 8% going up 2 or more levels in Reading Increase the number of students by 8% scoring 75% or better on Math benchmarks		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor and teachers collaborate identify at risk students for intervention program.	PLNCMS	<input checked="" type="checkbox"/> ALL	\$4,000
Afterschool tutoring for students struggling to reach proficiency		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Teacher assistants to provide in class interventions to identified students	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000
	PLNCMS	<input checked="" type="checkbox"/> ALL	

Teacher collaboration on data and instructional planning		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1,000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase the number of students by 8% going up 2 or more levels in Reading Increase the number of students by 8% scoring 75% or better on Math benchmarks		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor and teachers collaborate identify at risk students for intervention program.	PLNCMS	<u> x </u> ALL	\$4,000
Afterschool tutoring for students struggling to reach proficiency		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Teacher assistants to provide in class interventions to identified students	PLNCMS	<u> x </u> ALL	\$20,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Teacher collaboration on data and instructional planning	PLNCMS	<u> x </u> ALL	\$1,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 7:	Decrease the amount of students arriving to school late. Decrease chronic absenteeism.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Identified Need : Students need to arrive to school on time every day.			
Goal Applies to:	Schools:	PLNCMS		
	Applicable Pupil Subgroups:	While this applies to all, there is a particular problem with foster and impoverished youth who have a difficult time in terms of transportation and focus on various priorities.		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	Tardies will decrease by 7% from the base year.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will give 10 minutes of lunch to write a reflection for being late in the mornings. Students will serve lunch detention for any tardies occurred throughout the day.		PLNCMS	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assistant Principal Salary \$9,000
Counselor will put chronically tardy students on an attendance tracker and contract, meeting with both students and parents.		PLNCMS	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselor Salary \$3000

Family advocate will meet with each family	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Family Advocate Salary \$33,000
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Tardies will decrease by 9% from the base year. Decrease the number of students with 10 or more absences each school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be given system of positive incentives to encourage ontime and regular attendance.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Counselor will put chronically tardy or absent students on an attendance tracker and contract, meeting with both students and parents.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Family advocate will meet with each family to discuss appropriate interventions to decrease absenteeism and tardies on campus.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$35,000/ Salary

LCAP Year 2: 2017-18

Expected Annual Measurable	Tardies will decrease by 9% from the base year. Decrease the number of students with 10 or more absences each school year.		
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be given system of positive incentives to encourage ontime and regular attendance.	PLNCMS	<u> x </u> ALL	
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
Counselor will put chronically tardy or absent students on an attendance tracker and contract, meeting with both students and parents.	PLNCMS	<u> x </u> ALL	
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
Family advocate will meet with each family to discuss appropriate interventions to decrease absenteeism and tardies on campus.	PLNCMS	<u> x </u> ALL	\$35,000/ Salary
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Tardies will decrease by 9% from the base year. Decrease the number of students with 10 or more absences each school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be given system of positive incentives to encourage ontime and regular attendance.	PLNCMS	<u> x </u> ALL	
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
Counselor will put chronically tardy or absent	PLNCMS	<u> x </u> ALL	

students on an attendance tracker and contract, meeting with both students and parents.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Family advocate will meet with each family to discuss appropriate interventions to decrease absenteeism and tardies on campus.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$35,000/ Salary
GOAL 8:	Develop a system and policy to address cyber-bullying, bullying and consistent behavioral expectations across all classrooms		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Our school needs to ensure that systems are in place for positive school-wide behavior supports		
Goal Applies to:	Schools: PLNCMS Applicable Pupil Subgroups: ALL		
LCAP Year: 2015-16			
Expected Annual Measurable Outcomes:	Develop and implement positive behavior curriculum and programs (grades, tardies, behavior, and bathroom) to decrease the number of suspension by 1% from the base year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement positive behavior programs-free dress for no tardies, caught them being good, fun trips for A's, B's, C's, nachos for no use of bathroom pass.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fieldtrip and student incentives: \$5200

Implement cyber-bullying curriculum in advisory.	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify _____)	Cyber-bullying Curriculum \$350
Implement anti-bullying campaign	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify _____)	Anti-Bullying Curriculum \$1200
Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify _____)	Food \$500
Assemblies with students regarding expectations and policies	PLNCMS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify _____)	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Develop and implement positive behavior curriculum and programs (grades, tardies, behavior, and bathroom) to decrease the number of suspension by 1% from the base year and decrease office referrals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement positive behavior programs-free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	PLNCMS	<input checked="" type="checkbox"/> ALL	\$2,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____	
Implement cyber-bullying curriculum in advisory.	PLNCMS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500
Implement anti-bullying campaign	PLNCMS	<input checked="" type="checkbox"/> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1200
Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy.	PLNCMS	<input checked="" type="checkbox"/> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.	PLNCMS	__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:	Develop and implement positive behavior curriculum and programs (grades, tardies, behavior, and bathroom) to decrease the number of suspension by 1% from the base year and decrease office referrals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement positive behavior programs-free dress	PLNCMS	<input checked="" type="checkbox"/> __ALL	\$2,000

for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Implement cyber-bullying curriculum in advisory. Implement anti-bullying campaign	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$500
Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy. Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Develop and implement positive behavior curriculum and programs (grades, tardies, behavior, and bathroom) to decrease the number of suspension by 1% from the base year and decrease office referrals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement positive behavior programs-free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,000
Implement cyber-bullying curriculum in advisory. Implement anti-bullying campaign	PLNCMS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$500

Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy. Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.	PLNCMS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$1200
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GOAL 9:	To increase the number of hours that parents are involved in school events or activities. Increase communication with parents regarding school events		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Our school needs to implement the PLN parent volunteer hours requirement. (This can no longer be a requirement from parents. The goal has been changed to increasing parent involvement in events and activities.).			
Goal Applies to:	Schools: PLNCMS Applicable Pupil Subgroups: ALL			
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	Increase the number of parent involvement hours by 5% from 1st year.			
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Establish parent committees to work on specific school goals: safety, fund raising, events, etc.	PLNCMS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$1500	

Increase the number of parent meeting held each year: Café de Padres, Pizza with the Principal, Parent Institute for Quality Education, PIQE Part II, ESL classes, Parenting Classes, etc.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify _____)	PIQE \$12,000 Food for Parent Meetings \$1,000
Pay for parent fingerprints to increase number of volunteers.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify _____)	Finger-printing \$2000

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase parent involvement in school wide meetings, conference, and activities. Track parent involvement throughout the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home. Parent advocate will track parent involvement by school semester.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify _____)	\$2,000
Increase the number of parent meeting held each year: Café de Padres, Pizza with the Principal, Parent Institute for Quality Education, PIQE Part II, ESL classes, Parenting Classes, etc.	PLNCMS	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify _____)	PIQE \$6,000 Meetings/ Workshops \$2,000

Pay for parent fingerprints to increase number of volunteers.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,000
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LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase parent involvement in school wide meetings, conference, and activities. Track parent involvement throughout the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish parent committees to work on specific school goals: safety, fund raising, events, etc.</p> <p>Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.</p> <p>Parent advocate will track parent involvement by school semester.</p>	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000
<p>Increase the number of parent meeting held each year: Café de Padres, Pizza with the Principal, Parent Institute for Quality Education, PIQE Part II, ESL classes, Parenting Classes, etc.</p>	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	PIQE \$6,000 Meetings/ Workshops \$2,000
Pay for parent fingerprints to increase number of volunteers.	PLNCMS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,000

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Increase parent involvement in school wide meetings, conference, and activities. Track parent involvement throughout the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish parent committees to work on specific school goals: safety, fund raising, events, etc.</p> <p>Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.</p> <p>Parent advocate will track parent involvement by school semester.</p>	PLNCMS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$2,000
<p>Increase the number of parent meeting held each year: Café de Padres, Pizza with the Principal, Parent Institute for Quality Education, PIQE Part II, ESL classes, Parenting Classes, etc.</p>	PLNCMS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PIQE \$6,000</p> <p>Meetings/ Workshops \$2,000</p>
<p>Pay for parent fingerprints to increase number of volunteers.</p>	PLNCMS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$1,000

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.

Guiding Questions:

- 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: Identify, attract, retain, and build the capacity of teachers, and staff to provide innovative instruction		Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	PLNCMS		
	Applicable Pupil Subgroups:	ALL		

Expected Annual Measurable Outcomes:	<p>Provide professional development for all teachers and training for new teachers in ELA, Math and Science</p> <p>Project Based Learning Training</p> <p>Provide teacher assistants with training to work with small groups of students.</p>	Actual Annual Measurable Outcomes:	<p>Provided professional development for all teachers and training for new teachers in ELA, Math and Science</p> <ul style="list-style-type: none"> Teachers have received professional development in the use of Stemscores, Achieve3000, and CPM <p>Provided teacher assistants with training to work with small groups of students</p> <p>We have changed where teacher jobs are posted- to include Ed Join, which is the site most used by educators when looking for a job.</p> <p>We changed the general job description to include more about our approach and philosophy.</p> <p>We increased our pay scale for teachers to be competitive with LAUSD</p>
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-Change hiring practices and postings to better reflect PLN vision and attract better teachers.</p> <p>-Train teachers in cultural competencies.</p> <p>Train teachers in various components of -</p>	<p>-\$8,500</p> <p>-\$5,000</p>		<p>-\$7K for recruiting</p>

common core.				
Scope of service:	PLNCMS		Scope of service:	PLNCMS
<u> x </u> ALL			<u> x </u> ALL	
OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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?		Teachers will receive an increase in salary to attract and retain highly qualified teachers. Current teachers will continue to receive professional development to further their practice and ensure that they are prepared to raise student achievement.		
Original GOAL from prior year LCAP:	Goal 2: Increase instructional competency for staff		Related State and/or Local Priorities: 1 <u> x </u> 2 <u> x </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____	
Goal Applies to:	Schools: PLNCMS Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Provide substitutes to allow teachers to participate in focused walkthroughs to find instructional patterns and plan instructional next steps. Plan and design a course of study and curriculum map for Science and Math. Stipends for Lead Content Teachers Purchase CCSS supplies and instructional materials.		Actual Annual Measurable Outcomes:	Common Core materials were bought for ELA/SS (Caulkins), Math (CPM) , Science (Stemscopes) and grade level texts (all subject areas).

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Observe other schools to discuss best practices Stipends for Grade Level Leads	- \$8,000 - \$3,600	All teachers developed a scope and sequence for the content areas, along with quarterly benchmarks. Stipends were paid for grade level leads to provide support to the grade level.	- \$10K for stipends
Scope of service:	PLNCMS	Scope of service:	PLNCMS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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?	<p>Teachers need more training in understanding and implementation of common core standards. Science teachers need a curriculum map that is NGSS aligned with materials that support that focus. Math teachers need to raise the rigor and academic language in their classrooms. School wide pacing plans need to be revisited to include standards aligned benchmarks that measure student learning.</p> <p>Teacher will participate in monthly classroom walkthroughs to determine and assess areas of need in teacher development.</p>		

visit near by high schools. Design counseling services and support for students and families on A-G requirements Provide field trips to colleges/universities for all students Provide a mentoring program for identified students		advisory \$12,000 field trips \$8000 CCEJ training \$5000 advisory teacher stipends	schools were present and shared information on their particular academic programs. 8 th grade students reviewed A-G requirements in Advisory classes and with the school counselor. Parents learned all about A-G requirements in PIQE training. We have developed a mentoring program for both boys and girls that meet weekly. This is run by counselors with PLN and the Family Advocate.	- \$3600 advisory stipends - \$6000 PIQUE -\$3000 CCEJ
Scope of service:	PLNCMS		Scope of service:	PLNCMS
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?			Further exposure to colleges and A-G requirements will be in place- each grade level will visit one college during the school year. Students will host a college fair during the spring semester. Advisory will infuse its curriculum with information about colleges and career paths.	
Original GOAL from prior year LCAP:	Goal 4: Decrease number of Long Term English Learners and increase reclassification rates		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	

Goal Applies to:		Schools: PLNCMS	
		Applicable Pupil Subgroups:	English Learners (Long-Term English Learners)
Expected Annual Measurable Outcomes:	Decrease the number of LTEL and increase reclassification rates for existing EL students	Actual Annual Measurable Outcomes:	Decrease the number of LTEL and increase reclassification rates for existing EL students
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide focused ELD instruction to address the needs of LTELS		Teachers provided ELD instruction as an elective to address the specific needs of all EL students. Afterschool tutoring was provided to provide intervention for students who needed language support.	- Portion of teacher salary (2 hours per week) - \$1,800 Tutoring by Intervention Aide (Yates)
Buy appropriate instructional materials			
Provide after school workshops to address the identified needs of LTELS	\$3,000		
Stipend to teacher to assist with required paperwork for CELDT and English Learner Program	\$3,600		
Unwrap new EL standards and purchase materials necessary to implement the standards	\$750		
	\$1,500		
Scope of service:		Scope of service:	
__ALL		__ALL	

			<p>after school sport</p> <p>Girls on the Run was a running program implemented to target girls.</p> <p>More materials and supplies were bought for the PE department so that students can participate in a variety of activities that push them in the various zones tested on the HFZ.</p>	<p>- \$500 additional materials for two PE teachers</p>
Scope of service:	PLNCMS		Scope of service:	PLNCMS
<u> x </u> ALL			<u> x </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>As a result of past progress the P.E. department will utilize all informal data to track student progress and ensure that student increase their fitness levels.</p> <p>Next year we would like to add an afterschool running program for boys and girls.</p> <p>Everybody Can Dance will be offered as an elective to help students explore other ways of increasing their fitness levels.</p>		
Original GOAL from prior year LCAP:	<p>Goal 6: Increase the number of students who are reading at grade level and are applying mathematical standards at grade level</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__x__ 3__ 4__x__ 5__ 6__ 7__x__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	

Goal Applies to:		Schools:	PLNCMS	
		Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Increase the number of students by 5% going up 2 or more levels in Reading Increase the number of students by 5% scoring 75% or better on Math benchmarks.		Actual Annual Measurable Outcomes:	On average students raised their reading levels 2 levels.
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselor and teachers to identify at risk students for after school clinics Teacher assistants to provide in class interventions to identified students Teacher collaboration on data and instructional planning		- Teacher assistants \$27,000 -Substitutes \$8000	This year students utilized Achieve3000 as an additional resource to focus on lexile / reading level growth. Teachers also utilized time in their ELA classes to provide extensive support for students who were below grade level. Interventions are done throughout classrooms based on student data on informal and formal assessments. The ASP staff provided homework help to students five days a week. Teachers provided reading and writing interventions based on student need with the result of 1-2 levels raised in reading and writing on average.	-\$20,000 Achieve3000 -30% of afterschool staff time (\$21,000 out of 70,000 total) -\$140,000 for classroom/campus aides

Scope of service:	PLNCMS		Scope of service:	PLNCMS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		The school will continue to utilize Achieve3000 and Fountas and Pinnell as data sources to inform student levels and growth. Teachers at the 6 th grade level will utilize AVID as a form of intervention to increase student achievement. At the 7 th and 8 th grade level teachers will begin to utilized DBQs (document based question units) to further support students in interacting with challenging texts. Teachers will also utilize novel sets to focus on reading strategies that will assist students in increasing their reading levels and comprehension. Teachers will incorporate their knowledge of readers and writers workshop to the novel units to provide intensive interventions for students who are significantly below grade level.			
Original GOAL from prior year LCAP:	Goal 7: Decrease the amount of students arriving to school late.			Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	PLNCMS			
	Applicable Pupil Subgroups:	ALL			
Expected Annual Measurable Outcomes:	Tardies will decrease by 5% from the base year.		Actual Annual Measurable Outcomes:	12% of our students were tardy, on average, at the beginning of the year. With the reflection, this dropped to 3%. With the lunch detention, tardies overall stayed at or below 3%.	
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Assistant principal to identify students		- \$33,000	Students who arrived late to school in the morning		- Family

Hire Family Advocate		family advocate - \$3,000 portion of counselor salary -\$9,000 portion of assistant principal salary	we were asked to give write a reflection on the cause of the tardy and how the problem could be avoided. Parent meetings were made from chronically tardy students. Students were put on an attendance tracker and a contract. At pizza/ coffee with the principal the topic was introduced to parents- feedback was received about ways the help could assist with issues that impacted parents. The school parent advocate worked closely with families that tardies and absences were an issue- home visits were also made for families that tardies and absences were a chronic issue.	advocate salary (39K) - Portions of counselor salary (3K) and assistant principal (9K)
Scope of service:	PLNCMS		Scope of service:	PLNCMS
<u> x </u> ALL			<u> x </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		We will begin to host an afterschool academy for students to make up time that has been accumulated from tardies.		

and/or changes to goals?			
Original GOAL from prior year LCAP:	Goal 8: Develop a system and policy to address cyber-bullying, bullying and consistent behavioral expectations across all classrooms		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: PLNCMS Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	All teachers will post the behavioral expectations and consistently follow the policy.	Actual Annual Measurable Outcomes:	All teachers posted behavioral expectations. A whole system of positive behavioral interventions were created and implemented. A bullying campaign was run within advisory.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy. Assemblies with students regarding expectations and policies	-\$5,200 field trips and student incentives - \$350 Cyber bullying curriculum - \$1,200 anti-bullying curriculum -\$350 food	School-wide expectations were laid out before the year began, given to students during advisory and reviewed during a beginning of year assembly. We also implemented various positive behavior programs this year: free dress for no tardies, Caught Being Good raffles for catching students being good, Student of the Month awards for different areas of focus, Awards Assemblies for Achievement and Effort, Students went through an anti-bullying campaign in advisory and signed anti-bullying pledges	-\$1000 for expectations posters and positive behavior rewards

Scope of service:		PLNCMS		Scope of service:		PLNCMS	
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Teachers and students will continue to utilize Being Respectful, Responsible, and Safe as a base for all student expectations. This will be reviewed with all incoming students during summer bridge.</p> <p>Advisory will host an anti-bullying campaign during the fall and spring semester.</p>					
Original GOAL from prior year LCAP:	Goal 9: To increase the number of hours that parents are involved in school events or activities.					Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: PLNCMS Applicable Pupil Subgroups: ALL						
Expected Annual Measurable Outcomes:	Increase parent participation in school events and activities			Actual Annual Measurable Outcomes:	Increase parent participation in school events and activities.		
					Track family participation in school activities.		

			Outreach to be provided to any family who need assistance in attending school events.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Counselor and Assistant Principal to develop with all stakeholders on behavioral expectations and policy.</p> <p>Assemblies with students regarding expectations and policies</p>	<p>-\$1500 for parent committees</p> <p>-\$12,000 PIQUE</p> <p>-\$1,000 food for parent meetings</p> <p>- \$2,000 fingerprinting</p>	<p>A parent advisory group was begun this year and other committees were started. All of these groups have met with principal and the Family Advocate to layout next steps for the school.</p> <p>Family advocate worked closely with parent to provide parenting strategies and determine best ways to assist students with gaining academic and social emotional success.</p> <p>An increase in parent meetings occurred with PIQE (9 meetings). Other meetings have also been offered in parenting.</p> <p>There was an increased participation in the Parent Project.</p> <p>Dedicated parent outreach staff to support LCAP committee, ELAC and SSC</p>	<p>- \$6,000 PIQUE</p> <p>- \$3,900 family handbook printing and distribution</p> <p>- \$4500 illuminate implementation (facilitated information tracking)</p> <p>- \$500 for onecall (parent communication system)</p> <p>- \$50,000 for dedicated parent outreach staff</p>

Scope of service:	PLNCMS		Scope of service:	PLNCMS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		Parent advocate will track family participation in school wide events and or workshops on a monthly basis. Data collected will be used to provide further outreach to our families.			

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 charter wide 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 school site 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:	777,352
Supplemental funds are used predominantly for the purchase of instructional materials and for teacher professional development. This year, our teachers participated professional development, particularly in the areas of Language Arts and English Language Development. Professional development activities included workshops, unit planning days, individualized coaching and trainings during pupil free days. Funds were used to pay for consultants providing training and were also used to provide substitute teachers on unit planning days. Instructional materials that were purchased this year include books for classroom libraries, teacher resource materials, a comprehensive	

common-core aligned assessment system and the adoption of a comprehensive ELD program for our English Learners

- 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.

32.03

%

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).