

Introduction:

LEA: Para Los Ninos Gratts Primary Center Contact: Juan Carlos Ramirez, Principal, jramirez@paralosninos.org, 213-481-3200 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 Gratts Primary Center 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 <p>Throughout the 2015-2016 school year, school achievement data, including data for all subgroups, was reviewed and shared at Coffee 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 both English and Spanish to talk about the eight state priorities.</p>	<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>An orientation/presentation was provided in English and Spanish to ensure the information reached our families.</p> <p>Through our public school choice meetings we developed goals and an implementation plan. The goals for our Public School Choice Review are reflected in the LCAP.</p> <p>Coffee with the Principal meetings informed enhancing some of the LCAP goals. This year in particular we have taken steps towards increasing our communication with parents to really involve them in the process. Given that our organization is about empowering students and families we have started to engage them more by asking them what their needs are via a community needs assessment. As such we have expanded our parent center, making it more accessible to parents so that we can support them as well as equip them with the necessary</p>

<p>Multiple Informational/input meetings were scheduled: September 24 Coffee with the Principal October 22 Coffee with the Principal November 6 LCAP Meeting #1 – Importance of School Attendance November 19 Coffee with the Principal December 17 Coffee with the Principal December 10 Board Meeting (Data review) January 15 LCAP Meeting #2 – Comprehensive Needs Assessment January 28 Coffee with the Principal February LCAP Meeting #3 – Single Plan for Student Achievement February 25 Staff Meeting (LCAP Review) February 11 Board Meeting (CELDT results) March 4 LCAP Meeting #4 – Language Census Report March 31 Coffee with the Principal April 8 LCAP Meeting #5 – English Learner Master Plan April 21 Coffee with the Principal May 26 Coffee with the Principal</p> <p>Feedback from the meetings was compiled for review.</p> <p>Input gathered from groups and the final revisions to the plan were completed during the month of May.</p>	<p>tools to support their own children at home. Parents requested clearer communication from the school as a whole, better training for teachers, a more inclusive and robust teacher hiring process, and better opportunities for EL students with regard to exposure to technology.</p> <p>During Leadership Team meetings teachers provided important curricular design suggestions for the following school year, which are also reflected in the LCAP (Implementation of ST Math & Reading A-Z, training in Project Based Learning and Readers and Writers Workshop). The leadership team also examined and suggested updates to curriculum in other areas of the program (math and phonics).</p> <p>During regular staff meetings we began laying the framework for a more rigorous assessment cycle. We examined baseline assessment and tracked student progress. As we move to sy 2016-17 we will look deeper and be more communicative with parents regarding student progress. This coupled with what we will put into place will allow for a more well-rounded approach to meeting student’s individual needs.</p>
<p>Annual Update:</p> <p>Parent input was solicited at various points in the school year to improve the school plan and informed the school committees. School promoter involvement was key in reestablishing these groups to ensure continuity and consistency.</p> <ul style="list-style-type: none"> • November – Friday, November 6th, <ul style="list-style-type: none"> ○ Identify LCAP goals • January – Friday, January 15th <ul style="list-style-type: none"> ○ Goal 1 – All students will have access to a safe and productive 	<p>Annual Update:</p> <p>There is general agreement within the school community that the goals of the LCAP are important and relevant. There is widespread support for the goals in the LCAP plan. The LCAP review meetings allowed sufficient time to review progress towards goals and provide feedback in time to write the update. All meetings involving parents are held in English and Spanish. Written material is also presented in both languages.</p>

<p>environment, starting with a facility that is in good repair.</p> <ul style="list-style-type: none"> ○ Goal 2 – All students shall have access to engaging, culturally relevant texts and technology that are aligned with CCSS. <ul style="list-style-type: none"> ● February – Friday, February 5th <ul style="list-style-type: none"> ○ Goal 3 – All students will have access to appropriately credentialed and assigned teachers who deeply understand and effectively implement CCSS –Goal 6 – All students will grow in responsibility, respect and community via exploration and enriching environment ● March – Friday, March 4th <ul style="list-style-type: none"> ○ Goal 4 – All students will demonstrate proficiency in all content areas. ○ Goal 7 – All Parents will receive multiple communication points and feel welcomed to participate in the school community. ● April – Friday, April 8th <ul style="list-style-type: none"> ○ Goal 5 – The reclassification rate shall increase by 3% annually. ○ Goal 8 – All students will arrive to school on time. ○ Goal 9 – Discipline referrals to office will decrease ● May – Friday, May 13th <ul style="list-style-type: none"> ○ Recap of SSC ○ What worked? ○ How can we improve? 	<p>This year was a transition year after quite a few vacancies in staff. As such, some of the proposed implementations were delayed. That being said we are committed to student learning and ensuring we are doing what we need to do to ensure measureable and sustainable outcomes.</p> <p>This year we were able to examine all the goals and ensure that we have a dialogue with our community stakeholders. While our goals have not changed much, we did find areas to improve and the goals reflect this. We will continue to look at data to inform instruction. We will involve and communicate with parents more consistently and operate as transparently as possible. We will continue to ensure student safety by ensuring that we have a nurse as many days of the week as possible. In addition to this, for days we do not have a nurse, ensure that the appropriate personnel has the required training to be able to respond to injuries in a timely manner.</p> <p>Also discussed was bolstering our intervention program as well as our general ed curriculum and making sure that teachers have the training and tools to teach to the common core and ensure appropriate exposure and achievement to those standards.</p>

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To achieve 100% of our students making yearly progress on CELDT			
Goal Applies to:	Schools:	PLNGPC		
	Applicable Pupil Subgroups:	All		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide a minimum of 12 hours of professional development in ELD and integration of the arts with ELD instruction for all teachers.	PLNGPC	<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 <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000
	Purchase an ELD program and train teachers in the implementation of the ELD program.	PLNGPC	<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 <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000
	Purchase multimedia items to implement the speaking and listening domains in ELD program.			\$10,000

Monitor the implementation of the ELD program through classroom observations and review of lesson plans by the principal with assistance by teacher leaders.	PLNGPC	<input type="checkbox"/> ALL	\$6,000
		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) _____	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of 10 hours of professional development in ELD and arts integration for all teachers	PLNGPC	<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 <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000
Monitor the implementation of the ELD program through classroom observations and review of lesson plans by the principal with assistance by teacher leaders.	PLNGPC	<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) _____	\$6,000
	PLNGPC	<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 2: 2017-18

Expected Annual Measurable Outcomes:	Increase the number of English Learners making adequate yearly progress towards reclassification by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of 10 hours of professional development in ELD and arts integration for all teachers	PLNGPC	<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
Monitor the implementation of the ELD program through classroom observations and review of lesson plans by the principal with assistance by teacher leaders.	PLNGPC	<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) _____ <hr/> <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

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase the number of English Learners making adequate yearly progress towards reclassification by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a minimum of 10 hours of professional development in ELD and arts integration for all teachers	PLNGPC		\$10,000
Monitor the implementation of the ELD program through classroom observations and review of lesson plans by the principal with assistance by teacher leaders.	PLNGPC		\$6,000



GOAL 2:	Increased communication and participation in school events by all families.	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Identified Need : Our school will thrive academically, based on research, with parent participation.

Goal Applies to: Schools: PLNGPC

Applicable Pupil Subgroups: All

LCAP Year: 2015-16

Expected Annual Measurable Outcomes: More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed.	PLNGPC	<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)_____	\$4,000
Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development.	PLNGPC	<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)_____	\$1000 materials and supplies (Consumables)
Invite parents of students enrolled in summer school intervention program to attend a workshop on how to continue to help their child with English and Language Arts for the remainder of the summer. Provide incentives such as materials and kits for use at home.	PLNGPC	<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)_____	\$2,500 incentives, materials, kits

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed.		<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) _____	\$4000
Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development.		<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) _____	\$1000
Establish a series of trainings facilitated by the Family Advocate, faculty members as well as outside contractors. To increase parent capacity to support students academically at home.		<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) _____	\$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed.	PLNGPC	<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) _____	\$4000
Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development.	PLNGPC	<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) _____	\$1000
Continue series of trainings facilitated by the Family Advocate, faculty members as well as outside contractors. To increase parent capacity to support students academically at home.	PLNGPC	<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) _____	\$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional	PLNGPC	<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) _____	\$4000

translator. Provide two conferences each year with interpreter as needed.			
Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development.	PLNGPC	<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) _____	\$1000
Continue series of trainings facilitated by the Family Advocate, faculty members as well as outside contractors. To increase parent capacity to support students academically at home.	PLNGPC	<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) _____	\$5,000

GOAL 3:	All students with disabilities will be integrated into general education classrooms unless otherwise specified on their IEP in order to develop a full-inclusion special education program		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
	Identified Need :	PLN – Gratts Primary Center is currently not meeting AMAO 2.		
Goal Applies to:	Schools:	PLNGPC		
	Applicable Pupil Subgroups:	Students with Disabilities		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	This goal will was discontinued for years 15-16 and subsequent years.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		PLNGPC	<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>	

	PLNGPC	<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>	
	PLNGPC	<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:	Goal not implemented in fy 2015-16 and will not be continuing for fy 2016-17
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<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>	
		<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>7th and 8th grade</u>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	
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OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

ALL
 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

GOAL 4: Have a school nurse on campus as many days as possible.

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

Identified Need : A school nurse with the sole responsibility of maintaining student health in order to increase attendance and safety

Goal Applies to: Schools: PLNGPC
 Applicable Pupil Subgroups: Low Income Pupils, English Learners, Foster Youth, Students with Disabilities

LCAP Year: 2015-16

Expected Annual Measurable Outcomes: A school nurse will be on campus to meet the needs of students and maintain accurate school health records for two days each week.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enter into a contract between Para Los Niños and the Los Angeles Unified School district to provide a nurse two days each week.	PLNGPC	<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) _____	\$40,000
Clean and stock the nurse's office with first aid supplies.	PLNGPC	<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) _____	\$2,500

	PLNGPC	<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)_____	
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A school nurse will be on campus to meet the needs of students and maintain accurate school health records for two days each week.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with a contract between Para Los Niños and the Los Angeles Unified School district to provide a nurse two days each week.	PLNGPC	<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)_____	\$40,000
Clean and stock the nurse's office with first aid supplies.	PLNGPC	<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 <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$2,500
Look for community resources to increase amount of healthcare screenings for students and families (vision, dental, and health screenings).	PLNGPC	<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 <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$1,000 outreach/net working
		<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 <input type="checkbox"/> _Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	A school nurse will be on campus to meet the needs of students and maintain accurate school health records for two days each week.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with a contract between Para Los Niños and the Los Angeles Unified School district to provide a nurse two days each week.	PLNGPC	<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) _____	\$40,000
Clean and stock the nurse's office with first aid supplies.	PLNGPC	<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) _____	\$2,500
Look for community resources to increase amount of healthcare screenings for students and families (vision, dental, and health screenings).	PLNGPC	<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 outreach/net working

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A school nurse will be on campus to meet the needs of students and maintain accurate school health records for two days each week.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with a contract between Para Los Niños	PLNGPC	<input checked="" type="checkbox"/> ALL	\$40,000

and the Los Angeles Unified School district to provide a nurse two days each week.		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)_____	
Clean and stock the nurse's office with first aid supplies.	PLNGPC	<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)_____	\$2,500
Look for community resources to increase amount of healthcare screenings for students and families (vision, dental, and health screenings).	PLNGPC	<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 outreach/net working

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.

Expected Annual Measurable Outcomes:	Increase of ELs making adequate yearly progress towards reclassification to 80%.	Actual Annual Measurable Outcomes:	CELDT: 1% increase in Advanced (1 st grade), 2% increase (K) and 6% increase in (1 st) over prior year.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a minimum of 12 hours of professional development in ELD and integration of the arts with ELD instruction for all teachers	10,000	Purchased ELD program and train teachers in said program.	\$6000
Purchase an ELD program and train teachers in the implementation of the ELD program	40,000	Monitor the implementation of the ELD program through classroom observations and review lesson plans - Principal with assistance of teacher leaders.	
Purchase multimedia items to implement the speaking and listening domains in ELD program	10,000	Purchase and implement new math curriculum adoption. Train teachers in its usage and monitor program progress through lesson plans as well as classroom observations led by principal and teacher leadership.	\$50,000
Monitor the implementation for the ELD program through classroom observations and review the lesson plans by principal with assistance by teacher leaders.	6,000	Investment in the purchase of an additional 20 iPads to give EL students an opportunity to engage in ST (spatial temporal) math.	\$20,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" 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)_____		OR: <input checked="" 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)_____	

<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>More focused professional development to train staff on addressing EL student needs, structured sharing best practices and investing in curriculum for sy 2016-17. Will monitor ELD program fidelity by providing release time for teachers to complete classroom observations. Program is purchased and as such will not need to invest in purchasing curriculum this year. New math adoption will address EL students' needs as well as all student needs. Will train, and monitor progress via lesson plans and classroom observations.</p>	
<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: Increased communication and participation in school events by all families.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: PLN GPC</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>About 63% of parents participated in at least four school events. As referenced by sign in sheets for every event.</p>
<p>Planned Actions/Services</p>			
	<p>Budgeted Expenditures</p>		
<p>- Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed.</p>	<p>\$4,000</p>	<p>Kindergarten orientation took place on July 15, 2015 to present student programs. Provided snacks and translator services. Two sessions AM and PM took place.</p>	<p>\$2500</p>
<p>-Invite parents of students referred by teachers</p>		<p>Monthly Coffee with the Principal have taken place through the school year. Wide</p>	<p>\$500</p>

<p>for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development.</p> <p>-Invite parents of students enrolled in summer school intervention program to attend a workshop on how to continue to help their child with English and Language Arts for the remainder of the summer. Provide incentives such as materials and kits for use at home.</p>		<p>\$1,000</p> <p>\$2,500</p>	<p>range of topics; supporting students through technology, parent services, social services et al..Coffee and cake provided.</p> <p>Parent groups formed to support classroom activities (math triangles as well as sight words) as well as copying services and classroom preparation. Snacks/coffee</p>	<p>\$300</p>
<p>Scope of service:</p> <p><input 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>Scope of service:</p> <p><input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to strive for increased participation across the board. Expand scope of parent involvement into supporting EL as well as Non EL families. Increased parent involvement and training will aid in students getting more academic support at home.</p>			
<p>Original GOAL from prior year LCAP:</p>	<p>All students with disabilities will be integrated into general education classrooms unless otherwise specified on their IEP in order to develop a full-inclusion special education program</p>		<p>Related State and/or Local Priorities:</p> <p>1_x 2__ 3__ 4__ 5__ 6__ 7_x</p> <p>8_x</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: PLNGPC</p>	<p>Applicable Pupil Subgroups: Students with disabilities</p>		
<p>Expected</p>	<p>Integration of all students with disabilities into gen</p>	<p>Actual</p>	<p>Not implemented</p>	

Annual Measurable Outcomes:	ed classrooms	Annual Measurable Outcomes:	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		We did not implement this goal as we did not close our SDC classroom this school year.	
Scope of service:		Scope of service:	
__ALL		__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?	As we discovered that we would be unable to close our SDC classroom, this goal was not implemented. As such, it will not continue for sy 2016-17		
Original GOAL from prior year LCAP:	Goal 4: Have a school nurse on campus as many days as possible.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: PLN GPC Applicable Pupil Subgroups: ALL		
Expected Annual Measurable	Having a nurse onsite as many days as possible	Actual Annual Measurable	Nurse on campus two days a week, full day.

Outcomes:		Outcomes:	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Nurse cost paid to district	\$40,000	Cost of nurse paid to LAUSD	\$40,000
Scope of service:		Scope of service:	
<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?	No changes will be made for this goal, will retain nurse for the same amount of days. Will however ensure that all staff is first aid certified to ensure that we are able to meet any medical emergency in the absence of the nurse.		

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:	\$784,832
<p>Supplemental funds are used, for the most part, for the purchase of instructional materials and for teacher professional development. This year, our teachers participated in more than 100 hours of professional development, particularly in the areas of Language Arts and English Language Development. Professional development activities included workshops, lab days, 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 for lab days and unit planning days. Instructional materials that were purchased this year include leveled readers, books for classroom libraries, teacher resource materials and a continuing commitment to our ELD program. This year we also took steps towards being more mindful about data and looking at how our assessments inform instruction and how we can be more purposeful in what we do to address student needs. In addition to this we are gearing up towards a major math adoption for the next school year.</p>	

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.

33.76	%
<p>These funds resulted in improving our overall capacity to meet our ELL student's needs. Over eighty percent of our student population are English Learners, these funds were extremely impactful in improving services for our English Learners. We invested in new curriculum, classroom libraries, but more importantly in technology infrastructure which allowed us to expand our usage of tech in the classroom. We are on par of being 5:1 on both iPads and desktop computers. This investment has allowed us to begin using programs such as ST Math and Reading A-Z to allow students the ability to become autonomous developing their own learning. This self-guided approach gives students the ability to guide their own learning and become adventurous about the work they are engaging in.</p>	

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).