

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

N.E.W. Academy Canoga Park

Contact Name and Title

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Principal

Email and Phone

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

NEW Academy Canoga Park creates a child centered environment where students will be able to learn collaboratively, be self-directed, think critically, develop self-esteem, and self-assurance and have respect for cultural diversity. We are a Science and Arts driven school that promotes student progress in academic and artistic achievement, develop social as well as community ethics and values in the students' character development with parental participation and we implement differentiated instruction to meet the needs of all our students.

The mission of NEW Academy Canoga Park is to create an exciting, common core standards-driven, learning environment where students use their talents to contribute positively to their community. The four Core Values for our school are:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

We offer our students Transitional Kindergarten through Fifth grade a music program, computer lab access, library services, gymnasium, GATE curriculum, interventions, after school program, and enrichment clubs throughout the year.

We also offer a Language Academy where students in kindergarten receive instruction 70% of the of the day in Spanish and 30% in English. As the students move up in grades, the amount of Spanish instruction goes down and the amount of English increases. Our goal is to promote bilingual, bi-literate, and bi-cultural Spanish speaking students

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	2.6 %
Filipino	1.0 %
Hispanic or Latino	96.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.0 %
Two or More Races	0.2 %
Other	-1.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.0 %
English Learners	50.5 %
Students with Disabilities	7.1 %
Foster Youth	0.6 %

Percent of Students Meeting or Exceeding the State Standards

Subject	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
	English Language Arts / Literacy (grades 3-8 and 11)	27.0%	43.0%	33.0%	39.0%	44.0%
Mathematics (grades 3-8 and 11)	25.0%	36.0%	25.0%	28.0%	33.0%	37.0%

Parent Opportunities:

- School Site Council
- English Language Learner Committee
- Monthly Coffee with the Principal Meetings
- Parent Institute for Quality Education
- Parent Conferences
- Parent Trainings
- Dennis Zine Community Center
- Parent Health and Gardening Workshops
- Parent Zumba classes
- Classroom observations/volunteers
- CELDT Informational Meetings
- SBAC Informational Meetings
- Special Education Parent Meetings.
- ESL and Spanish Classes
- Parent Technology classes

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Key features of this year's LCAP are:

1. Ensuring appropriately assigned and fully credentialed teachers.
2. Continue to provide teachers staff development in the following areas: Language Arts, Math, ELD, and Science.
3. Increase parental involvement by providing additional workshops, parent coordinator, and ESL Teacher.
4. Increase pupil achievement by focusing on reading, writing, and ELD integration.
5. Increase student attendance by increasing parent and student recognition.
6. Increase student and parent participation in filling out satisfaction surveys to demonstrate and ensure a positive school climate.

REVIEW OF PERFORMANCE

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

Performance levels by grade level on the State Assessment are grouped into percentage of students meeting and exceeding (75-100), students nearly meeting (50-74), and students not meeting (25-49).

GREATEST PROGRESS	3 rd Grade	Language Arts	Math
	75-100	36%	39%
50-74	32%		23%
25-32	32%		35%

4 th Grade	Language Arts	Math
75-100	42%	37%
50-74	23%	52%
25-32	35%	10%

5 th Grade	Language Arts	Math
75-100	53%	28%
50-74	26%	39%
25-32	21%	33%

LAUSD DATA:

A1: SBAC SUBGROUP ELA

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups

Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.

A2: SBAC SUBGROUP MATH

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups

Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

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

The Equity Report shows the performance levels for all students on the state indicators. The only two indicators that were orange was English Language Learner progress and English Language Arts.

GREATEST NEEDS

We will be taking the following steps to address our English Language Learner population and strengthen our English Language Arts program.

1. Increase Language Arts instructional block to include additional guided reading time for 1st graders with an additional Intervention Assistant
2. Increase Phonemic Awareness and Decoding in Kindergarten with an all-day Instructional Assistant.
3. Increase classroom libraries to include additional guided reading leveled books.
4. Provide teachers professional development on how to administer running reading records to increase calibration and accuracy.
5. Develop English Language Development grade level curriculum to reflect the new English Language Arts / English Language Development standards.
6. Establish assessment cycles for evaluation of our English Language Development program.
7. Monitor language arts improvement by English Learners.

Greatest needs:

Increase math strategies

Increase Higher Order Thinking Skills / Depth of Knowledge strategies

Increase Rigor in the instructional program

Increase Next Generation Science Standards access

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

State Assessment results demonstrate these needs and changes:

PERFORMANCE GAPS

1. Provide teachers professional development in CGI (Cognitive Guided Instruction) in all grade levels to increase math scores
2. Increase student assemblies to recognize student achievement in the areas of math and reading
3. Staff development for teachers on creating and developing pacing guides in the areas of Language Arts, Math, ELD, and Science.
4. Increase NGSS training for all teachers. Provide coaching and mentoring for effective implementation.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Significant ways to increase services to low income students, English learners, and foster youth:

1. Provide additional reading and math resources and materials for families to take home
2. Increase student computer software applications access at home and internet access
3. Replace technology and increase software
4. Provide students gently worn clothes two to three times a year based on need

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$5,894,400
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,190,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures include costs associated with running the school, including but not limited to: classrooms, teacher salaries, support staff salaries, administrator salaries, staff benefits, student materials and supplies, operational systems, facilities expenditures, maintenance, and other costs.

\$4,750,171

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All students will continue to meet growth targets in Math and ELA as indicated on the State test and API to achieve 100% proficiency or advanced.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ELA % scoring Proficient or Advanced = Benchmark +1
 Math% scoring Proficient or Advanced = Benchmark +1
 ELA % scoring Proficient or Advanced = Benchmark +1
 Math% scoring Proficient or Advanced = Benchmark +1

ACTUAL

2015-2016

Performance levels by grade level on the State Assessment are grouped into percentage of students meeting and exceeding (75-100), students nearly meeting (50-74), and students not meeting (25-49).

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75-100	36%	39%
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5th Grade	Language Arts	Math
75-100	53%	28%
50-74	26%	39%
25-32	21%	33%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>We will continue with EnVision Math (K-5th) and increase teacher and student resources in the classrooms, purchase math consumables for all grade levels including English and Spanish.</p>	<p>ACTUAL</p> <p>All classrooms have adequate math materials, resources, and consumables in English and Spanish.</p> <p>Math manipulatives were purchased for all classrooms.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$15000 - 4000-4999 Books & Supplies</p>	<p>ESTIMATED ACTUAL</p> <p>\$5000 - 4000-4999 Books & Supplies</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>We will add a math intervention program and staff member to teach after school to help meet the needs of our at-risk students</p>	<p>ACTUAL</p> <p>Math Intervention after school was not implemented.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$18000 - Salaries & Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL's and RSP students in the Learning Center.</p> <p>Utilize assessment results from MAPS for reclassification data.</p> <p>We will increase software for classroom technology in the areas of math, language arts, assessments, and</p>	<p>ACTUAL</p> <p>Software licenses were purchased schoolwide in the following programs: Imagine Learning, Achieve 3000, Smarty Ants, MAPS, RAZ Kids, and AR.</p> <p>Purchased and replaced missing headphones, chromebooks, and iPADS.</p> <p>We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.</p>

	<p>writing.</p> <p>We will purchase and implement MAP for all grade levels. This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.</p> <p>We will purchase licensing for Imagine Learning for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.</p> <p>We will purchase Accelerated Reading (AR) for all the classrooms to continue assessing student comprehension levels.</p> <p>We will renew subscription to RAZ Kids and Smarty Ants for the primary grades. These on line assessment tools will assess students in math and language arts.</p>	
Expenditures	<p>BUDGETED</p> <p>\$70000 - 4000-4999 Books & Supplies, LCFF S & C \$10,000 - 4000-4999 Books & Supplies, Title I</p>	<p>ESTIMATED ACTUAL</p> <p>\$76000 - 4000-4999 Books & Supplies, LCFF S & C \$18,000 - 4000-4999 Books & Supplies, Title I</p>
Actions/Services	<p>PLANNED</p> <p>Technology:</p> <p>We will increase and replace technology in the classrooms to ensure 1 to 1 in 3rd – 5th grade.</p> <p>We will increase iPad technology in the primary grades.</p>	<p>ACTUAL</p> <p>Hardware was replaced and iPADS were increased in the primary grades.</p>
Expenditures	<p>BUDGETED</p> <p>\$80000 - 4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$35000 - 4000-4999 Books & Supplies LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Professional Development:</p> <p>Teachers will receive Next Generation Science Standards training throughout the year.</p>	<p>ACTUAL</p> <p>Teachers received PD in: NGSS, Social Studies, Readers and Writer’s Workshop.</p>

	<p>Teachers will receive coaching and resources from a science consultant in NGSS science implementation.</p> <p>Teachers will receive social studies training in Social Studies Weekly resource and follow up throughout the year.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>Teachers received coaching in ELD, NGSS, and Readers and Writer’s workshop.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>
Expenditures	<p>BUDGETED</p> <p>\$40000 - 5000-5999 Operating Services LCFF C & S</p>	<p>ESTIMATED ACTUAL</p> <p>\$55000 - 5000-5999 Operating Services LCFF C & S, Title III</p>
Actions/Services	<p>PLANNED</p> <p>Core Materials:</p> <p>Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.</p> <p>Classrooms will update their Readers and Writers materials.</p> <p>Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-3rd.</p> <p>Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.</p>	<p>ACTUAL</p> <p>All classrooms and library were replenished with additional books in English and Spanish. Guided reading materials were purchased for all classrooms.</p>
Expenditures	<p>BUDGETED</p> <p>\$40000 - 4000-4999 Books & Supplies, LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$15000 - 4000-4999 Books & Supplies, LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p>	<p>ACTUAL</p> <p>MAPS assessments were utilized for reclassification data.</p> <p>Imagine Learning software for an after school</p>

	<p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL's and RSP students in the Learning Center.</p> <p>Utilize assessment results from MAPS for reclassification data.</p>	<p>intervention program was not fully implemented and monitored.</p>
Expenditures	<p>BUDGETED</p> <p>\$50000 - 4000-4999 Books & Supplies, LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$18000 - 4000-4999 Books & Supplies, LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Utilize Achieve 3000 data to help provide students strategies for SBAC testing.</p>	<p>ACTUAL</p> <p>All 3rd, 4th, and 5th grade classrooms utilized Achieve 3000 to prepare and provide students strategies for SBAC testing.</p>
Expenditures	<p>BUDGETED</p> <p>\$15000 - 4000-4999 Books & Supplies, LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$13000 - - 4000-4999 Books & Supplies, LCFF S&C</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All classrooms have been provided all the necessary materials, resources, and books to increase student access and varying student reading levels.

Computer software licensing was increased to include all grade levels.

Computer hardware and materials were increased and replaced.

Professional development was provided in the areas of Science, Language Arts, and Dual Language Immersion.

MAPS Assessments were administered 3 times a year and the results were used to reclassify EL

students.

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

Overall effectiveness of the activities were successful but need to be implemented with fidelity and with increased monitoring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of some leveled books and classroom books will reduce this year.

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

- Implement afterschool math program targeting student needs.
- Follow up coaching and mentoring for Next Generation Science Standards, Readers and Writers, and Dual Immersion skills.
- Implement Math professional training in CGI and implement coaching and mentoring opportunities.
- Implement Imagine Learning lesson plans during afterschool program.
- Modify the implementation of our ELD program to ensure alignment with ELPAC and ELA/ELD standards.

Goal 2

All EL students will continue to meet AMAO's.

AMAO 1 - Percentage of EL's making Annual progress in Learning English.

AMAO 2 - Percentage of EL's attaining the English Proficient level on the CELDT

a. \leq 5 years

b. \geq 5 years

AMAO 3 – Adequate yearly progress for EL student group at the LEA Level in

a. Math

b. Language Arts

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Student achievement - common core - EL subgroup

ANNUAL MEASURABLE OUTCOMES

EXPECTED

AMAO 1-59%

AMAO 2-

a. 22.8%

b. 49.0%

AMAO 3-

1. Participation rate- 95%

2. Language Arts – 89%

3. Math – 89.1%

ACTUAL

A1: SBAC SUBGROUP ELA

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups

Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.

A2: SBAC SUBGROUP MATH

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups

Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>We will continue to analyze data in September or as soon as our CELDT testing is completed for the year. We will group students according to their proficiency levels and determine the focus for grade level ELD program.</p>	<p>ACTUAL</p> <p>CELDT scores were analyzed to group students for initial ELD grade level groups and reassessed in January to regroup students in new proficiency levels.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>We will continue to provide teachers ELD Professional Development in the areas of ELD and ELA integration, lesson design, and assessment.</p> <p>We will provide ELD coaching to focus on particular strategies and content.</p> <p>Teachers will receive Next Generation Science Standards training throughout the year.</p> <p>Teachers will receive coaching and resources from a science consultant in NGSS science implementation.</p> <p>Teachers will receive social studies training in Social Studies Weekly resource and follow up throughout the year.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>	<p>ACTUAL</p> <p>Professional development was implemented in ELD/ELA integration, Next Generation Science Standards, Social Studies, and Readers and Writers workshop.</p> <p>Teachers were provided coaching, mentoring, and release time.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$100000 - 5000-5999 Operating Services LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$55000 - 5000-5999 Operating Services LCFF S & C</p>
<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>

	<p>We will purchase additional ELD supplemental information for all ELD proficiency levels.</p> <p>We will purchase ELD intervention program for LTELS and EL's in 4th and 5th grade.</p> <p>We will utilize our intervention teachers to provide LTELS and EL's extra support after school.</p>	<p>ELA/ELD materials and books were purchased for grade levels.</p> <p>After school ELD intervention was not implemented.</p>
Expenditures	<p>BUDGETED</p> <p>\$20000 - 4000-4999 Books & Supplies LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$10000 - 4000-4999 Books & Supplies LCFF S & C</p>
Actions/Services	<p>PLANNED</p> <p>Implement ELD intervention program after school using the ASSES after school program.</p> <p>Monitor student progress through ASSES.</p> <p>Intervention will be provided to all students during and after school for all students classified EO's, EL's, RFEPS, and IFEPS.</p> <p>Intervention will be provided in Spanish for Language Academy students.</p>	<p>ACTUAL</p> <p>After school intervention program was provided to Language Academy students.</p> <p>Intervention was provided to students during the day through the assistance of the Instructional Assistant.</p> <p>ASSES After school intervention was not provided.</p>
Expenditures	<p>BUDGETED</p> <p>\$30000 -1000-1999 Certificated Salaries LCFF S & C, 2000-2999 Classified Salaries LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$30000 -1000-1999 Certificated Salaries LCFF S & C, 2000-2999 Classified Salaries LCFF S & C</p>
Actions/Services	<p>PLANNED</p> <p>Implement ELD report card that will be used mid-year for classroom adjustments and at the end of the school year for ELD program articulation.</p> <p>Utilize assessment results from MAPS for reclassification data.</p> <p>Utilize Achieve 3000 data to help provide students strategies for SBAC testing.</p>	<p>ACTUAL</p> <p>ELD report card was implemented.</p> <p>MAPS assessments were used for EL reclassification.</p> <p>Modifications need to be done to the use, monitoring and implementation of the report card.</p>

Expenditures	BUDGETED	\$25000 - 4000-4999 Books & Supplies LCFF S & C	ESTIMATED ACTUAL	\$25000 - 4000-4999 Books & Supplies LCFF S & C
Actions/Services	PLANNED	<p>Latino Family Literacy Training for staff, parents, and interested instructional assistants.</p> <p>Materials will need to be purchased for LFLP.</p> <p>Hire an ESL and Spanish teacher for parents.</p>	ACTUAL	<p>Staff members were provided Latino Family Literacy Training.</p> <p>Material were ordered for LFLP.</p> <p>Need to hire an ESL teacher.</p>
Expenditures	BUDGETED	\$40000 - 4000-4999 Books & Supplies LCFF S & C, 5000-5999 Operating Services LCFF S & C	ESTIMATED ACTUAL	\$4200 - 5000-5999 Operating Services LCFF S & C \$4500 - 4000-4999 Books & Supplies LCFF S & C
Actions/Services	PLANNED	<p>Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.</p> <p>Classrooms will update their Readers and Writers materials.</p> <p>Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-3rd.</p>	ACTUAL	Classrooms were replenished with reading materials, leveled books, and Spanish resources.
Expenditures	BUDGETED	\$40000 - 4000-4999 Books & Supplies	ESTIMATED ACTUAL	\$40000 - 4000-4999 Books & Supplies
Actions/Services	PLANNED	<p>Increase GATE student participation and testing by LAUSD by diligently reviewing and monitoring student grades and test scores.</p> <p>Increase field trips for GATE students and extend their learning opportunities.</p> <p>Alumni 360 students will continue to receive services,</p>	ACTUAL	<p>Additional students were tested for GATE.</p> <p>Alumni 360 students were provided resources, materials, and services.</p>

	resources, and opportunities for college exposure through after school meetings.	
Expenditures	BUDGETED \$20000 - 5000-5999 Operating Services LCFF S & C	ESTIMATED ACTUAL \$25000 - 5000-5999 Operating Services LCFF S & C
Actions/Services	PLANNED Learning Center will continue to provide students resources and support. Increase Instructional support in the learning center for RSP students.	ACTUAL Learning Center was implemented for at risk and special education students.
Expenditures	BUDGETED \$30000 - 4000-4999 Books & Supplies	ESTIMATED ACTUAL \$2300 - 4000-4999 Books & Supplies

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CELDT scores and ELD report cards were analyzed and changes were implemented throughout the year.

Professional development in ELA/ELD was implemented in all grade levels and Language Academy.

ELA/ELD materials, books, and resources were purchased for all grade levels.

Intervention was provided to EL students throughout the day.

Latino Family Literacy Project training was provided to teachers and staff members.

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

Our ELA/ELD program implementation went well. We increased our reclassification numbers and have diminished low proficiency levels in the 5th grade.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Spanish reading material cost will go down.

New 1: Need to implement and ELA/ELD intervention program after school.

New 2: Hire an ESL teacher for parents.

New 3: Coordinate with our afterschool program to provide additional intervention.

Goal 3

Maintaining a 93% or more attendance rate in order to increase ADA

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School climate Student and parent surveys

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Less than 10% absence rate.

Schoolwide average daily attendance: 95.7%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>We will continue to monitor student attendance on a monthly basis and provide all perfect attendance students with a “free” dress day once a month.</p> <p>We will increase perfect attendance celebrations for students meeting criteria.</p>	<p>ACTUAL</p> <p>We recognize students on a monthly basis.</p> <p>Increase perfect attendance celebrations and recognize parents for commitment.</p>
Expenditures	<p>BUDGETED</p> <p>\$5000 -4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$5000 -4000-4999 Books & Supplies LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Establish SART meetings 4 times a year and meet with parents to discuss repercussions of excessive truancies and absences.</p>	<p>ACTUAL</p> <p>Parent communication was sent to parents regarding attendance.</p> <p>SART meetings were not implemented this year.</p>
Expenditures	<p>BUDGETED</p> <p>\$5000 - 4000-4999 Books & Supplies</p>	<p>ESTIMATED ACTUAL</p> <p>\$2700 -5000-5999 Operating Services</p>
Actions/Services	<p>PLANNED</p> <p>Provide staff development training in the effects of poor attendance.</p>	<p>ACTUAL</p> <p>PD was not provided to staff members</p>
Expenditures	<p>BUDGETED</p> <p>\$8000 - 5000-5999 Operating Services LCFF</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>
Actions/Services	<p>PLANNED</p> <p>Provide parents training in the effects of poor attendance.</p> <p>Provide parents certificates for students’ perfect attendance for the month.</p>	<p>ACTUAL</p> <p>Parent meetings were provided to explain the repercussions of tardies and absences.</p> <p>Parent celebration for attendance did not happen.</p>

Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time.

Expenditures

BUDGETED

\$5000-4000-4999 Books & Supplies, LCFF S & C

ESTIMATED ACTUAL

\$1000 - 4000-4999 Books & Supplies, LCFF S & C

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Monthly celebrations recognized students with perfect attendance.
 Parent communication was sent out to monthly and phone calls were made for excessive tardies and absences.
 Monthly parent meetings were held.

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

Our strategies were effective in increasing school attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost will increase to cover additional certificates, prizes, and recognition materials for students and parents.

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

New 1: Increase student recognition
 New 2: Administer SART meetings
 New 3: Provide staff PD in the effects of poor attendance.

Goal 4

The school will gather relevant data to monitor students' academic progress in student achievement as measured by assessment data, including students with special needs progress toward IEP goals

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Subgroup data - EL, SPED, SES, Latino Hispanic

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ELA benchmarks % scoring Proficient or Advanced = Benchmark

Math benchmarks % scoring Proficient or Advanced = Benchmark

ACTUAL

A1: SBAC SUBGROUP ELA

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups

Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.

A2: SBAC SUBGROUP MATH

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups

Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>We will continue to implement a 3 week summer school program focused on Science and Art for all students interested in attending.</p> <p>Purchase materials for the classrooms, snacks for students, and provide Instructional Assistants for the teachers.</p> <p>Hire summer staff to manage summer school.</p>	<p>ACTUAL</p> <p>3 week summer school program implemented for all students.</p> <p>Materials, snacks, and resources were purchased for all students.</p> <p>Teachers, office staff, and Instructional Assistants were hired.</p>
Expenditures	<p>BUDGETED</p> <p>\$18000 - 1000-1999 Certificated Salaries LCFF S&C, \$6000 - 2000-2999 Classified Salaries LCFF S&C, \$1000 - 4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$20000 - 1000-1999 Certificated Salaries LCFF S&C, \$8000 - 2000-2999 Classified Salaries LCFF S&C, \$1200 - 4000-4999 Books & Supplies LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Provided targeted homelessness and migrant families gently worn and new shirts, school uniforms. Shoes, school supplies, and books for the summer and at the beginning of the school year.</p>	<p>ACTUAL</p> <p>Targeted students were provided personal items, resources, and school materials. Many items provided were donated by outside community organizations.</p>
Expenditures	<p>BUDGETED</p> <p>\$10000-4000-4999 Books & Supplies, LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$500 - 4000-4999 Books & Supplies, LCFF S & C</p>
Actions/Services	<p>PLANNED</p> <p>GATE students are provide enrichment and extra-curricular activities.</p> <p>Alumni 360 returning students are provided resources, advice, field trips, and training by GATE teacher.</p> <p>Alumni 360 end of year celebration dinner.</p>	<p>ACTUAL</p> <p>GATE students are provide enrichment and extra-curricular activities.</p> <p>Alumni 360 returning students are provided resources, advice, field trips, and training by GATE teacher.</p> <p>Alumni 360 end of year celebration dinner.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	\$20000 - 5000-5999 Operating Services LCFF C & S	\$20000 - 5000-5999 Operating Services LCFF C & S
Actions/Services	<p>PLANNED</p> <p>Grade level release planning time.</p> <p>Language Academy release planning time.</p> <p>Coaching opportunities with grade levels.</p> <p>Growing Educators / educational consultant coaching.</p> <p>Balanced literacy training and coaching.</p> <p>Next Generation Science Standards training.</p> <p>Social studies training.</p> <p>ELD coaching and follow up training.</p> <p>Teacher training substitute coverage.</p> <p>Conference attendance to CAFE, CCSA, ACSD, and other local and Californian conferences.</p> <p>Latino Family Literacy Project training.</p> <p>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p> <p>Teachers are provided additional 5 days of professional development time in June for lesson planning, pacing guides, and assessment schedules.</p>	<p>ACTUAL</p> <p>Grade level release planning time.</p> <p>Language Academy release planning time.</p> <p>Coaching opportunities with grade levels.</p> <p>Growing Educators / educational consultant coaching.</p> <p>Balanced literacy training and coaching.</p> <p>Next Generation Science Standards training.</p> <p>Social studies training.</p> <p>ELD coaching and follow up training.</p> <p>Teacher training substitute coverage.</p> <p>Conference attendance to CAFE, CCSA, ACSD, and other local and Californian conferences.</p> <p>Latino Family Literacy Project training.</p> <p>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p> <p>Teachers are provided additional 5 days of professional development time in June for lesson planning, pacing guides, and assessment schedules.</p>
Expenditures	<p>BUDGETED</p> <p>\$120000 -5000-5999 Operating Services LCFF C & S</p>	<p>ESTIMATED ACTUAL</p> <p>\$120000 -5000-5999 Operating Services LCFF C & S</p>
Actions/Services	<p>PLANNED</p> <p>Assessments:</p> <p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all</p>	<p>ACTUAL</p> <p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all students that are low and are considered English Learners. Imagine Learning will assess all students in</p>

	<p>students that are low and are considered English Learners. Imagine Learning will assess all students in oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd – 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students use Smarty Ants for additional practice.</p> <p>iPAD software is utilize to integrate the curriculum.</p> <p>Digital Library resources utilized throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>	<p>oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd – 5th) students an online assessment tool in reading non-fiction materials and close reading strategies.</p> <p>Primary students use Smarty Ants for additional practice.</p> <p>iPAD software is utilize to integrate the curriculum.</p> <p>Digital Library resources utilized throughout the year in all grade levels.</p> <p>Keyboarding without Tears software is provided to all teachers and students.</p>
Expenditures	<p>BUDGETED</p> <p>\$60000-4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$60000-4000-4999 Books & Supplies LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>SPED:</p> <p>After School Learning Center Intervention sessions will be provided to all at risk and low students after school 2nd – 5th grade.</p> <p>Instructional assistants will assist with the students attending Learning Center.</p> <p>Learning Center will utilize Imagine Learning software to assess and reteach students in their identified needs.</p>	<p>ACTUAL</p> <p>After School Learning Center Intervention sessions will be provided to all at risk and low students after school 2nd – 5th grade.</p> <p>Instructional assistants will assist with the students attending Learning Center.</p> <p>Learning Center will utilize Imagine Learning software to assess and reteach students in their identified needs.</p>
Expenditures	<p>BUDGETED</p> <p>\$30000 -4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$30000- 4000-4999 Books & Supplies LCFF S&C</p>

Actions/Services

PLANNED
Teachers plan trimester benchmarks and provide administration results.

Establish Data Meetings at least once a month.
Administration will sit in on grade level meetings.

ACTUAL
Teachers plan trimester benchmarks and provide administration results.

Data Meetings at least once a month were not established. Administration will sit in on grade level meetings.

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We used all our resources to assess and provide students benchmarks throughout the year.

Provided a 3 week summer school intervention program for all students.

Staff members were provided professional development, training, and conferences.

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

Data meetings were not established with protocols.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures will continue as long as we are implementing software for all students.

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

Need to establish Data Meetings consistently and with protocols.

Goal 5

We will strengthen parent involvement to facilitate better participation and input

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [Parent survey](#) [student survey](#) [Language Academy survey](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of Parent will be involved in all school activities.

ACTUAL

90% of parents attended our activities and parents conferences

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Continue to increase parent involvement in School Site Council, English Language Learner Advisory Council, and Coffee with Principal.</p> <p>Increase parent involvement in workshops.</p> <p>Increase parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and parents.</p> <p>Provide parents refreshments or coffee during monthly meetings.</p> <p>Provide parent Language Academy evening meetings.</p> <p>Provide grade level orientations before school starts.</p> <p>Provide parents childcare during school meetings, workshops, and trainings.</p>	<p>ACTUAL</p> <p>Parent council meetings were conducted: School site council, ELAC, and Coffee with the Principal.</p> <p>Orientation meetings conducted for parents.</p> <p>Increased parent involvement in workshops.</p> <p>Increased parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and parents.</p> <p>Provided parents refreshments or coffee during monthly meetings.</p> <p>Provided parent Language Academy evening meetings.</p> <p>Provided grade level orientations before school starts.</p> <p>Provided parents childcare during school meetings, workshops, and trainings.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$30000 -5000-5999 Operating Services LCFF C & S</p>	<p>ESTIMATED ACTUAL</p> <p>\$30000 -5000-5999 Operating Services LCFF C & S</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Parent Training:</p> <p>Provide PIQE training for parents.</p> <p>Provide parent leaders training in how to conduct Latino Family Literacy Project program to other parents.</p> <p>Provide Math training during Math Festival.</p> <p>Provide parent training in technology, English, Spanish, and how to help students with homework.</p> <p>Provide technology training.</p> <p>Provide parents conference attendance to CAFE or</p>	<p>ACTUAL</p> <p>Trainings and workshops were provided: Language Academy, CAFE, Math Festival, and Latino Family Literacy Project.</p> <p>Workshops not provided for parents: Technology, ESL, and Spanish</p>

	any other school event.	
Expenditures	BUDGETED \$40000 - 5000-5999 Operating Services LCFF C & S	ESTIMATED ACTUAL \$20000 -5000-5999 Operating Services LCFF C & S
Actions/Services	PLANNED Parent Communication: Phone messages will continue to be delivered bilingually to all parents. Provide parents Spanish translations of documents during all meetings.	ACTUAL Phone messages will continue to be delivered bilingually to all parents. Provide parents Spanish translations of documents during all meetings.
Expenditures	BUDGETED \$5000 - 5000-5999 Operating Services LCFF C & S	ESTIMATED ACTUAL \$3000 -5000-5999 Operating Services LCFF C & S
Actions/Services	PLANNED Parent Activities: Provide Family Read Across America Literacy Night presenter.	ACTUAL Provide Family Read Across America Literacy Night presenter.
Expenditures	BUDGETED \$20000 -5000-5999 Operating Services LCFF C & S	ESTIMATED ACTUAL \$10000 - 5000-5999 Operating Services LCFF C & S
Actions/Services	PLANNED Personnel: Hire a parent coordinator to assist with communication and organization. Hire a TESOL/ESL and Spanish teacher for parent ESL and Spanish Workshops.	ACTUAL Parent coordinator was not hired. ESL teacher was not hired.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	\$60000 - Salaries & Benefits LCFF S&C	
Actions/Services	<p>PLANNED</p> <p>Resources/Stipends:</p> <p>Purchase materials for LFLP.</p> <p>Provide teachers stipends for LFLP parent training.</p> <p>Provide stipend to Instructional Assistants working the LFLP teachers.</p>	<p>ACTUAL</p> <p>Materials, stipends, and training provided to teachers and instructional assistants to conduct Latino Family Literacy Project.</p>
Expenditures	<p>BUDGETED</p> <p>\$10000 - Salaries & Benefits LCFF S&C, 4000-4999 Books & Supplies LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$10000 - Salaries & Benefits LCFF S&C, 4000-4999 Books & Supplies LCFF S&C</p>
Actions/Services	<p>PLANNED</p> <p>Community:</p> <p>Continue to work with the Dennis P. Zine Community Center for parent outreach.</p> <p>Work with Tierra Del Sol to refer parents.</p>	<p>ACTUAL</p> <p>Coordinated resources with Family Source Center and Tierra del Sol.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Parent meetings, council meetings, orientation meetings, workshops, and parent evening activities were conducted.

Parent communication is sent bilingually.

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

We have been successful with our parent involvement plan and process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We will continue to have expenses in the cost of parent conferences and professional development. Expenses will stay the same for the different workshops and resources for the parents.

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

We need to provide parents workshops in the following areas:

Technology, ESL, and Parent Portal

Hire an ESL teacher and a parent/office coordinator

Goal 6

Monitor NCLB Compliance forms annually and ensure that new hires are NCLB

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Teacher credentialing

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% NCLB Compliance

100% NCLB Compliance

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Staffing:</p> <p>We will continue to hire certificated and classified staff.</p> <p>We will continue to hire BCLAD certified teachers in Spanish for Language Academy Program.</p> <p>We will continue to hire highly qualified Instructional Assistants for the classrooms.</p>	<p>ACTUAL</p> <p>Highly qualified staff members were hired.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$40000 - salaries & benefits, LCFF S&C</p>	<p>ESTIMATED ACTUAL</p> <p>\$35000 - salaries & benefits, LCFF S&C</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Stipends:</p> <p>We will continue to provide BCLAD certified teachers \$5,000 stipend.</p> <p>We will continue to provide Leadership Team a \$1,000 stipend a year.</p> <p>We will continue to provide Technology Team a \$1,000 stipend a year.</p>	<p>ACTUAL</p> <p>Stipends were provided to Leadership Team, Technology Team, Language Academy Lead, Master Teachers, Alumni 360, Web upkeep,</p> <p>Additional stipends provided:</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$40000 - Salaries LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$40000 - Salaries LCFF S & C</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Personnel:</p> <p>We will hire a TESOL/ESL English Teacher for parent workshops.</p> <p>We will hire a Spanish parent teacher for parent</p>	<p>ACTUAL</p> <p>Need to hire an ESL teacher.</p>

	workshops.	
Expenditures	BUDGETED \$30000 - Salaries \$ Benefits LCFF S & C	ESTIMATED ACTUAL
Actions/Services	PLANNED We will provide Technology Grant Writing Team a \$500 stipend a year.	ACTUAL Additional Technology Writing stipend was not provided.
Expenditures	BUDGETED \$6000 -Salaries & Benefits LCFF S & C	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Highly qualified staff were hired. Stipends were provided to staff members.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Effective implementation of highly qualified staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Stipend opportunities for completed adjunct assignments will continue for next year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Provide additional stipend opportunities to staff members.

Goal 7

The school will continue to maintain safe, orderly, and “good” condition facilities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL school environment safety

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Facilities 100% “good” status

100% facilities status check - LAUSD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>We will continue to maintain our school in good repair.</p> <p>We will continue to participate in yearly plan and facility inspections.</p>	<p>ACTUAL</p> <p>Maintained a clean and safe facility.</p>
Expenditures	<p>BUDGETED</p> <p>\$50000 - Salaries & Benefits LCFF S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$50000 - Salaries & Benefits LCFF S & C, \$ 35000 - 5000-5999 Operating Services LCFF C & S</p>
Actions/Services	<p>PLANNED</p> <p>We will continue to upgrade air conditioning units and provide maintenance throughout the year.</p> <p>We will continue to upgrade facets and plumbing hardware throughout the school.</p> <p>We will continue to update old appliances in the kitchen and increase cooking utensils.</p> <p>We will upgrade technology screens and hardware in the library.</p> <p>We will continue to “touch up” the facilities.</p>	<p>ACTUAL</p> <p>Upgrades were done throughout the year: Air conditioning units, plumbing, appliances, kitchen materials, and technology hardware in the library and conference room.</p>
Expenditures	<p>BUDGETED</p> <p>100000</p>	<p>ESTIMATED ACTUAL</p> <p>\$40000 - 5000-5999 Operating Services LCFF C & S, \$10000 - Capital Expenses LCFF S&C</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Maintained a clean and safe facility.
--	---------------------------------------

Updated and replaced kitchen equipment, air conditioning units, and technology hardware and software.

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

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Replacement and maintenance of school equipment will continue. We can't determine the actual cost due to the longevity of the item.

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

Continue to maintain a clean and safe environment and facility.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August – December:

Analysis of SBAC and CELDT results shared with staff.

LCAP modified to reflect the changes by staff members. Action plans implemented for the different goals and different grade levels.

LCAP shared with parents during SSC/ELAC meetings and with parents that attended Coffee with the Principal.

January – March:

Implemented changes and modifications to curriculum, programs, materials, and trainings at the school site level.

Shared outcomes with parents during SSC/ELAC meetings and with parents that attended Coffee with the Principal.

March – May:

Reviewed goals and accomplishments with staff members and determined changes for the following year.

Shared with parents our goals and outcomes and asked for recommendations for the following year.

Parents read and shared comments during SSC/ELAC meetings.

June – July:

Administration shared LCAP with Board Members and parents.

IMPACT ON LCAP AND ANNUAL UPDATE

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

It was a tremendous process that only reiterated the importance of transparency, implementation, accountability, and monitoring process. Parents were engaged and they felt empowered by the knowledge they acquired about our programs. They felt appreciated that they understood the

instructional program and timeline to implement changes while including assessments. There feedback and support was incorporated all year long.

Teachers and instructional assistants have provided valuable feedback in regards to the securing of the most effective instructional programs practices and resources. The school board is providing guidance and direction to make sure the school remains compliant and is able to carry out the stated goals, mission and vision of the school program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

All students will continue to meet growth targets in Math and ELA as indicated on the State test and API to achieve 100% proficiency or advanced.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Common Core resources and materials for all students

Identified Need:

Strengthen math skills in all grade levels and strengthen teacher's reading and writing skills in the areas of Science, Readers and Writer's and Dual Immersion skills

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
SBAC scores	<p>Performance levels by grade level on the State Assessment are grouped into percentage of students meeting and exceeding (75-100), students nearly meeting (50-74), and students not meeting (25-49).</p> <table border="1"> <tr> <td>3rd Grade</td> <td>Language Arts</td> <td>Math</td> </tr> </table>	3 rd Grade	Language Arts	Math	<p>ELA % scoring Proficient or Advanced = Benchmark +1</p> <p>Math% scoring Proficient or Advanced = Benchmark +1</p>		
3 rd Grade	Language Arts	Math					

75-100	36%	39%
50-74	32%	23%
25-32	32%	35%

4th Grade	Language Arts	Math
75-100	42%	37%
50-74	23%	52%
25-32	35%	10%

5th Grade	Language Arts	Math
75-100	53%	28%
50-74	26%	39%
25-32	21%	33%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All classrooms have adequate math materials, resources, and consumables in English and Spanish. Math manipulatives were purchased for all classrooms.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$15,000 (repeat expenditure)	\$0	\$0

Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Math curriculum - yearly curriculum updates	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will add a math intervention program and staff member to teach after school to help meet the needs of our at-risk students.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$18,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Math Intervention program / personnel	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL’s and RSP students in the Learning Center.</p>		

Utilize assessment results from MAPS for reclassification data.

We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.

We will purchase and implement MAP for all grade levels. This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for Imagine Learning for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase Accelerated Reading (AR) for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and Smarty Ants for the primary grades. These on line assessment tools will assess students in math and language arts.

BUDGET EXPENDITURES

2017-18

Amount	\$80,000 (repeat expenditure)
Source	LCFF
Budget Reference	Books and Supplies; Technology renewals and supplies
Amount	\$15,000 (repeat expenditure)
Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Technology renewals and supplies

2018-19

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

2019-20

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will increase and replace technology in the classrooms to ensure 1 to 1 in 3rd – 5th grade.</p> <p>We will increase iPad technology in the primary grades.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Books and Supplies; Replacing technology and	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teachers received PD in: NGSS, Social Studies, Readers and Writer’s Workshop.</p> <p>Teachers received coaching in ELD, NGSS, and Readers and Writer’s workshop.</p> <p>Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$40,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

LCFF

Source

Source

Budget
Reference

Services and Other Operating
Expenses;
Professional development in
common core areas

Budget
Reference

Budget
Reference

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All classrooms and library were replenished with additional books in English and Spanish. Guided reading materials were purchased for all classrooms.		

BUDGET EXPENDITURES

2017-18

Amount

\$40,000 (repeat expenditure)

Source

LCFF

Budget
Reference

Books and Supplies;
Core materials replacement or
additions for classrooms

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Technology/Hardware/Software:</p> <p>Increase and replace broken chromebooks, desk tops, and iPADS from TK – 5th grade classes.</p> <p>Purchase missing or broken headsets for all classrooms.</p> <p>Continue with school wide licensing in Imagine Learning, Achieve 3000, MAPS, and Smarty Ants.</p> <p>Utilize Imagine Learning for after school intervention for EL’s and RSP students in the Learning Center.</p>		

Utilize assessment results from MAPS for reclassification data.

BUDGET EXPENDITURES

2017-18

Amount

\$50,000 (repeat expenditure)

Source

LCFF

Budget Reference

Books and Supplies;
Schoolwide online Assessment

2018-19

Amount

\$0

Source

Budget Reference

2019-20

Amount

\$0

Source

Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All 3 rd , 4 th , and 5 th grade classrooms utilized Achieve 3000 to prepare and provide students strategies for SBAC testing.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Federal Revenues - Title I	Source:	Source:
Budget Reference: Books and Supplies; Student online program renewals	Budget Reference:	Budget Reference:

Goal 2

All EL students will continue to meet AMAO's.

AMAO 1 - Percentage of EL's making Annual progress in Learning English.

AMAO 2 - Percentage of EL's attaining the English Proficient level on the CELDT

a. ≤ 5 years
 b. ≥ 5 years

AMAO 3 – Adequate yearly progress for EL student group at the LEA Level in

a. Math
 b. Language Arts

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL EL, SES, Special Education, and Latino/Hispanic subgroups increasing student achievement

Identified Need:

All subgroup students will demonstrate reading fluency to meet the needs of the ELA/ELD proficiencies.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Subgroup data - NACP and LAUSD	<p>LAUSD DATA:</p> <div style="border: 1px solid black; padding: 5px;"> <p>A1: SBAC SUBGROUP ELA</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups</p> </div>	Baseline + 1%	Baseline + 2%	Baseline + 3%

Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.

**A2: SBAC SUBGROUP
MATH**

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups

Latino 33% to the District's average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%

**A3: SBAC SCHOOLWIDE
ELA**

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to analyze data in September or as soon as our CELDT testing is completed for the year. We will group students according to their proficiency levels and determine the focus for grade level ELD program.</p> <p>We will be integrating ELPAC State Assessment as soon as it is approved.</p>		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to provide teachers ELD Professional Development in the areas of ELD and ELA integration, lesson design, and assessment.</p> <p>We will provide ELD coaching to focus on particular strategies and content.</p> <p>Teachers will receive Next Generation Science Standards training throughout the year.</p> <p>Teachers will receive coaching and resources from a science consultant in NGSS science implementation.</p> <p>Teachers will receive social studies training in</p>		

Social Studies Weekly resource and follow up throughout the year.

Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$50,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Professional development in Common Core areas	Budget Reference		Budget Reference	
Amount	\$10,000	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title III	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will purchase additional ELD supplemental information for all ELD proficiency levels.</p> <p>We will purchase ELD intervention program for LTELS and EL's in 4th and 5th grade.</p> <p>We will utilize our intervention teachers to provide LTELS and EL's extra support after school.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

LCFF

Source

Source

Budget
Reference

Books and Supplies;
ELD supplemental materials,
books, and resources.

Budget
Reference

Budget
Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Implement ELD intervention program after school using the ASSES after school program.</p> <p>Monitor student progress through ASSES.</p> <p>Intervention will be provided to all students during and after school for all students classified EO's, EL's, RFEPS, and IFEPS.</p> <p>Intervention will be provided in Spanish for Language Academy students.</p>		

BUDGET EXPENDITURES

2017-18

Amount

\$30,000 (repeat expenditure)

Source

LCFF

Budget
ReferenceCertificated Salaries;
After school ELD intervention
personnel**2018-19**

Amount

\$0

Source

Budget
Reference**2019-20**

Amount

\$0

Source

Budget
Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement ELD report card that will be used mid-year for classroom adjustments and at the end of the school year for ELD program articulation. Utilize assessment results from MAPS for reclassification data. Utilize Achieve 3000 data to help provide students strategies for SBAC testing.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$25,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; School wide assessment renewal licensing	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Latino Family Literacy Training for staff, parents, and interested instructional assistants. Materials will need to be purchased for LFLP. Hire an ESL and Spanish teacher for parents.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$40,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Classified Salaries;	Budget Reference:	Budget Reference:

	Personnel providing parent workshops				
Amount	\$10,000	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Services and Other Operating Expenses; Latino Family Literacy Training	Budget Reference		Budget Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.</p> <p>Classrooms will update their Readers and Writers materials.</p> <p>Language Academy classroom will increase their Spanish and English materials, resources, and core materials K-4th.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$40,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

LCFF

Source

Source

Budget
Reference

Books and Supplies;
Common core materials in Spanish
for LA classes

Budget
Reference

Budget
Reference

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): GATE

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Increase GATE student participation and testing by LAUSD by diligently reviewing and monitoring student grades and test scores.</p> <p>Increase field trips for GATE students and extend their learning opportunities.</p> <p>Alumni 360 students will continue to receive services, resources, and opportunities for college exposure through after school meetings.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$5,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; GATE student resources, testing, materials	Budget Reference		Budget Reference	
Amount	\$15,000	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; field trips	Budget Reference		Budget Reference	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

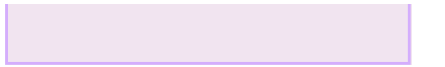
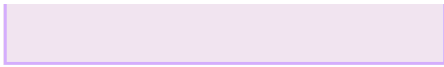
ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Learning Center will continue to provide students resources and support. Increase Instructional support in the learning center for RSP students.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Classified Salaries; Learning Center Intervention	Budget Reference:	Budget Reference:

program and personnel



New

Modified

Unchanged

Goal 3

We will strengthen parent involvement to facilitate better participation and input.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Parent communication and surveys/feedback

Identified Need:

Implement communication apps at all grade levels to ensure immediate contact with parents to resolve concerns and questions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent involvement at school events	75% of Parents will be involved at every event.	78% of Parents will be involved at every event.	80% of Parents will be involved at every event.	85% of Parents will be involved at every event.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to increase parent involvement in School Site Council, English Language Learner Advisory Council, and Coffee with Principal. Increase parent involvement in workshops. Increase parent involvement and training in Imagine Learning, Achieve 3000, Smarty Ants, and AR online resources for students and parents. Provide parents refreshments or coffee during		

monthly meetings.

Provide parent Language Academy evening meetings.

Provide grade level orientations before school starts.

Provide parents childcare during school meetings, workshops, and trainings.

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BUDGET EXPENDITURES

2017-18

Amount	\$30,000 (repeat expenditure)
Source	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Parent council meetings, orientations, and monthly meetings

2018-19

Amount	\$0
Source	
Budget Reference	

2019-20

Amount	\$0
Source	
Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Provide PIQE training for parents.</p> <p>Provide parent leaders training in how to conduct Latino Family Literacy Project program to other parents.</p> <p>Provide Math training during Math Festival.</p> <p>Provide parent training in technology, English, Spanish, and how to help students with homework.</p> <p>Provide technology training.</p> <p>Provide parents conference attendance to CABE or any other school event.</p>		

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$30,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Parent conference attendance and materials	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Phone messages will continue to be delivered bilingually to all parents. Provide parents Spanish translations of documents during all meetings.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Classified Salaries; Parent translations during	Budget Reference:	Budget Reference:

meetings, newsletters, and phone messages

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide Family Read Across America Literacy Night presenter.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Parent and student presenter for Literacy Night	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire a parent coordinator to assist with communication and organization. Hire a TESOL/ESL and Spanish teacher for parent ESL and Spanish Workshops.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$40,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Classified Salaries; ESL teacher for parents and parent	Budget Reference:	Budget Reference:

coordinator

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase materials for LFLP. Provide teachers stipends for LFLP parent training. Provide stipend to Instructional Assistants working the LFLP teachers.		

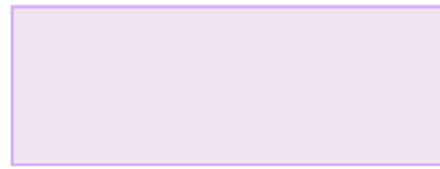
BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

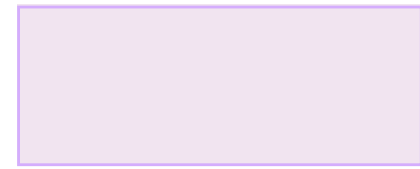
Budget
Reference

Services and Other Operating
Expenses;
Latino Family Literacy Project
presenters and materials

Budget
Reference



Budget
Reference



Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to work with the Dennis P. Zine Community Center for parent outreach. Work with Tierra Del Sol to refer parents.		

BUDGET EXPENDITURES

2017-18

Amount

\$0 (repeat expenditure)

Source

Budget
Reference

;
Communicate, collaborate, and
work with Family Source Center

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

Goal 4

The school will gather relevant data to monitor students' academic progress in student achievement as measured by assessment data, including students with special needs progress toward IEP goals.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Student achievement in all subgroups and common core

Identified Need:

Review data and make adjustments to instructional program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Subgroup data from SBAC benchmarks	<p>A1: SBAC SUBGROUP ELA</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for all subgroups</p> <p>Latino 41% to the District's average 33%, EL 10% to the District's average 4%, SES 42% to the District's average 32%, SPED 13% to the District's average 8%.</p> <p>A2: SBAC SUBGROUP MATH</p> <p>The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for all subgroups</p> <p>Latino 33% to the District's</p>	<p>ELA benchmarks 1% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 1% scoring Proficient or Advanced = Benchmark</p>	<p>ELA benchmarks 2% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 2% scoring Proficient or Advanced = Benchmark</p>	<p>ELA benchmarks 3% scoring Proficient or Advanced = Benchmark</p> <p>Math benchmarks 3% scoring Proficient or Advanced = Benchmark</p>

average 23%, EL 9% to the District's average 5%, SES 35% to the District's average 23%, SPED 19% to the District's average 6%

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average

43% to the District's average 39%

A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the District average 36% to the District's average 29%

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the District average, 22% to the District's average 12.1%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to implement a 3 week summer school program focused on Science and Art for all students interested in attending.</p> <p>Purchase materials for the classrooms, snacks for students, and provide Instructional Assistants for the teachers.</p> <p>Hire summer staff to manage summer school.</p>		

BUDGET EXPENDITURES

2017-18

Amount	\$20,000 (repeat expenditure)
Source	LCFF
Budget Reference	Certificated Salaries; Summer School intervention program for all students
Amount	\$10,000
Source	LCFF
Budget Reference	Classified Salaries; Summer School

2018-19

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

2019-20

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provided targeted homelessness, foster youth, low income, and migrant families gently worn and new shirts, school uniforms. Shoes, school supplies, and books for the summer and at the beginning of the school year.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Books and Supplies; Resources, materials, clothing,	Budget Reference:	Budget Reference:

and food for FY, Homelessness,
and low income families

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): GATE

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>GATE students are provide enrichment and extra-curricular activities.</p> <p>Alumni 360 returning students are provided resources, advice, field trips, and training by GATE teacher.</p> <p>Alumni 360 end of year celebration dinner.</p>		

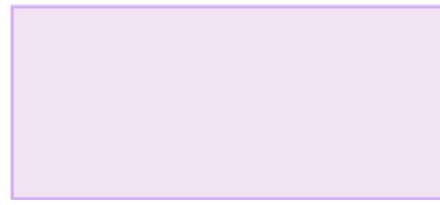
BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

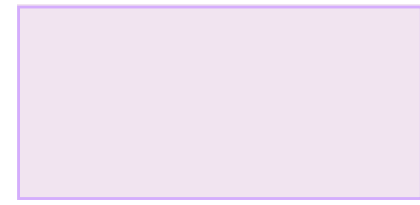
Budget
Reference

Books and Supplies;
GATE students receive resources,
materials, curriculum at their level
and they are assessed through
LAUSD

Budget
Reference



Budget
Reference



Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Grade level release planning time. Language Academy release planning time. Coaching opportunities with grade levels. Growing Educators / educational consultant coaching. Balanced literacy training and coaching. Next Generation Science Standards training. Social studies training. ELD coaching and follow up training.		

<p>Teacher training substitute coverage.</p> <p>Conference attendance to CAFE, CCSA, ACSD, and other local and Californian conferences.</p> <p>Latino Family Literacy Project training.</p> <p>Provide teachers additional technology training, resources, and applications to utilize in the classroom.</p> <p>Teachers are provided additional 5 days of professional development time in June for lesson planning, pacing guides, and assessment schedules.</p>		
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BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$120,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Professional development, coaching, planning and mentoring for teachers	Budget Reference		Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>MAP assessments of all K-5th grade students will be administered 3 times a year.</p> <p>Continue to implement Imagine Learning with all students that are low and are considered English Learners. Imagine Learning will assess all students in oral, listening, reading, and writing skills. Assessments will establish pre and post assessment scores in reading Lexile levels. Similar SBAC test taking skills. All students and families will have access to these resources.</p> <p>Achieve 3000 will provided upper grade (3rd – 5th) students an online assessment tool in reading non-fiction materials and close reading</p>		

strategies.

Primary students use Smarty Ants for additional practice.

iPAD software is utilize to integrate the curriculum.

Digital Library resources utilized throughout the year in all grade levels.

Keyboarding without Tears software is provided to all teachers and students.

BUDGET EXPENDITURES

2017-18

Amount

\$60,000 (repeat expenditure)

Source

LCFF

Budget Reference

Books and Supplies;
Online assessment and technology software for all students

2018-19

Amount

\$0

Source

Budget Reference

2019-20

Amount

\$0

Source

Budget Reference

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>After School Learning Center Intervention sessions will be provided to all at risk and low students after school 2nd – 5th grade.</p> <p>Instructional assistants will assist with the students attending Learning Center.</p> <p>Learning Center will utilize Imagine Learning software to assess and reteach students in their identified needs.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries; Special Education after school intervention program	Budget Reference		Budget Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers plan trimester benchmarks and provide administration results. Establish Data Meetings at least once a month. Administration will sit in on grade level meetings.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$50,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries;	Budget Reference:	Budget Reference:

Data meetings for teachers /
salaries

New

Modified

Unchanged

Goal 5

Maintaining a 93% or more attendance rate in order to increase ADA

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Daily Average rate	Less than 10% absence rate.	Less than 8% absence rate.	Less than 7% absence rate.	Less than 6% absence rate.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to monitor student attendance on a monthly basis and provide all perfect attendance students with a “free” dress day once a month.</p> <p>We will increase perfect attendance celebrations for students meeting criteria.</p>		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$5,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Student and Parent recognition assemblies and meetings	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Establish SART meetings 4 times a year and meet with parents to discuss repercussions of excessive truanancies and absences.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Books and Supplies; Parent meetings and workshops regarding ADA	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide staff development training in the effects of poor attendance.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Provide PD to all staff members regarding poor attendance	Budget Reference:	Budget Reference:

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide parents training in the effects of poor attendance. Provide parents certificates for students' perfect attendance for the month. Provide parents resources during established parent meetings regarding attendance and the importance to attend school on time.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$20,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

Federal Revenues - Title I

Source

Source

Budget
Reference

Books and Supplies;
Parent workshops, resources, and
materials regarding school
attendance

Budget
Reference

Budget
Reference

New

Modified

Unchanged

Goal 6

Monitor NCLB Compliance forms annually and ensure that new hires are NCLB

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Teacher Credentialing

Identified Need:

Provide teachers / staff additional stipends for additional duties

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Certificated and Credentialed staff	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.	100% of certificated staff will be compliant with Commission on Teacher Credentialing.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue to hire certificated and classified staff. We will continue to hire BCLAD certified teachers in Spanish for Language Academy Program. We will continue to hire highly qualified Instructional Assistants for the classrooms.		

BUDGET EXPENDITURES

2017-18

Amount

\$0 (repeat expenditure)

Source

Budget
Reference

;
Follow hiring practices as dictated
by CTC

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to provide BCLAD certified teachers \$5,000 stipend.</p> <p>We will continue to provide Leadership Team a \$1,000 stipend a year.</p> <p>We will continue to provide Technology Team a \$1,000 stipend a year.</p>		

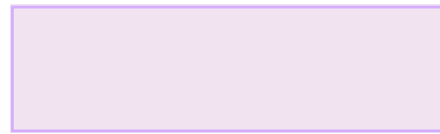
BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$50,000 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>
Source <input type="text" value="LCFF"/>	Source <input type="text"/>	Source <input type="text"/>

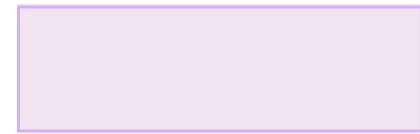
Budget
Reference

Certificated Salaries;
Stipends provided to teachers for
BCLAD, Committees, Teams

Budget
Reference



Budget
Reference



Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will hire a TESOL/ESL English Teacher for parent workshops. We will hire a Spanish parent teacher for parent workshops.		

BUDGET EXPENDITURES

2017-18

Amount

\$30,000 (repeat expenditure)

Source

LCFF

Budget
Reference

Classified Salaries;
ESL Teacher for parent workshops

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

New

Modified

Unchanged

Goal 7

The school will continue to maintain safe, orderly, and “good” condition facilities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 100% safe and clean facilities.

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% compliance on facility inspections by LAUSD	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.	100% Facility Inspections and status checks twice a year.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue to maintain our school in good repair. We will continue to participate in yearly plan and facility inspections.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$50,000 (repeat expenditure)	\$0	\$0

Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Maintenance of facility	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue to upgrade air conditioning units and provide maintenance throughout the year.</p> <p>We will continue to upgrade facets and plumbing hardware throughout the school.</p> <p>We will continue to update old appliances in the kitchen and increase cooking utensils.</p> <p>We will upgrade technology screens and hardware in the library.</p> <p>We will continue to “touch up” the facilities.</p>		

BUDGET EXPENDITURES

2017-18

Amount

\$50,000 (repeat expenditure)

Source

LCFF

Budget
Reference

Services and Other Operating Expenses;
Facilities maintenance, repair, and replacement of air conditioners and other items

2018-19

Amount

\$0

Source

Budget
Reference**2019-20**

Amount

\$0

Source

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$1,078,328

Percentage to Increase or Improve Services: 30.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

After school interventions targeting specific student needs. (ELD, Math, Intervention)

Additional classroom support: Instructional assistants targeted in Kindergarten, First grade, and Dual Immersion classes.

Additional resources, materials, and books for students to take home.

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