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|  | | **LCAP Year** | | | 2017–18  2018–19  2019–20 |
| **Local Control Accountability Plan and Annual Update (LCAP) Template** | | [Addendum:](#Addendum) General instructions & regulatory requirements.  [Appendix A](#Appendix_A): Priorities 5 and 6 Rate Calculations  [Appendix B:](#APP_B_GuidingQuestions) Guiding Questions: Use as prompts (not limits)  LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 | Los Angeles Leadership Primary Academy | | | | |
| Contact Name and Title | Arina Goldring-Ravin  Executive Director | | Email and Phone | [agoldring@laleadership.org](mailto:agoldring@laleadership.org)  (213) 381-8484 | |

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| **[2017-20 Plan Summary](#Instructions_PlanSummary)**  **THE STORY\***  Briefly describe the students and community and how the LEA serves them. |
| Los Angeles Leadership Primary Academy (hereafter “LALPA”) currently serves urban students in grades TK-5 in the northeast Los Angeles community of Lincoln Heights. The student population attending LALPA is primarily Mexican, Central American, South American and Chinese in nationality. Many students speak a language other than English as their first language, with Spanish being the most common. Over 80 percent of the student population speaks a language other than English at home and nearly 60 percent are classified as English Learners. LALPA’s recruitment areas also have high concentrations of families living below the poverty line; in fact, 88 percent of LALPA students are eligible for the federal Free or Reduced Price Meals Program.  LALPA has built a culture and educational program that helps diversity become a benefit rather than a barrier to students, whether those differences are by ethnicity, nationality, language, religion, gender, or physical, intellectual, or emotional needs and abilities. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world. As part of LALPA’s vision, students participate in a dual language program, which promotes the development of bilingual and multicultural competencies for all students. The charter school’s environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment.  LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program. Research notes that high-poverty; high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles drive many of the school’s programs including the data and assessment, advisory, and extracurricular programs as well as LALPA’s multi-tiered system of supports, the Student Assistance Program. |

\* Adapted from 2017 LALA Charter Renewal Petition

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| **LCAP HIGHLIGHTS**  Identify and briefly summarize the key features of this year’s LCAP. |
| This year’s LCAP represents a continuation of the previous 2017-2018 LCAP and maintains the same goals: 1) delivery of a standards-aligned instructional program within a dual language framework, 2) a safe and supportive school environment that meets the needs of the student as a whole child, 3) improving the performance of students from significant subpopulations, 4) improving student literacy performance, and 5) improving student math performance. While the goals remain the same, their planned actions have been refined from last year’s efforts. For the first goal related to its instructional program, the school’s specific actions continue to center on curricular materials, professional development, educational technology, personnel, and academic services for struggling and thriving students. For the second goal on school environment, LALPA’s actions focus on safety and maintenance procedures, stakeholder (particularly family) communication and services, student discipline, student support services, and nutrition. To meet its third goal related to the school’s significant subpopulations, LALPA’s actions call for monitoring their data, using technology to support their progress, providing them time for academic intervention, providing instructional aides for extra support, and training faculty to meet their specific needs. For LALPA’s fourth and fifth goals, the school’s actions mirror one another. Both sets of actions center on time for intervention, professional development, use of educational technology, and promoting literacy and math rich school cultures. |

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| **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. | |
| **GREATEST PROGRESS** | LALPA is most proud of the progress it has made in two areas. First, the school is happy with the growth in both student literacy and math evident in the school’s internal benchmarks. While overall levels of proficiency lag behind grade-level norms and state expectations, LALPA’s students continue to move steadily toward those goals. Compared to the previous year, the school improved the percentage of students who met their NWEA growth targets by 16 and 22 points in language (rising from 22 to 38 percent) and in reading (from 23 to 45 percent), respectively. Those results also show a seven-point increase over the percentage of students projected to meet or exceed state ELA standards in CAASPP from last year (from 29 to 36 percent). Similarly, 36 percent of LALPA’s students met their growth projections in math, a seven-point improvement over last year’s figure of 29 percent. Likewise, LALPA is projected to increase the percentage of students who meet state math standards by two points over last year’s forecast (from 9 to 11 percent).  Second, LALPA is proud of the progress made more specifically by the school’s significant student subpopulations (i.e. EL students, students from low-income families, students with disabilities, and Latino students). In all instances but one, LALPA’s subgroups met all their NWEA benchmark growth targets in reading, language, and math (with only students with disabilities falling short of their growth projections in reading). In addition, LALPA reclassified seven percent of its EL students as English proficient speakers, an improvement over the previous year by three points (from four to seven percent). The school attributes the progress of its subgroups to the explicit efforts made to support these students and meet their needs. |

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| 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? | |
| **GREATEST NEEDS** | After analyzing multiple sources of data, LALPA has identified a number of areas in need of improvement. According to the California School Dashboard, LALPA has orange indicators for ELA and math performance and a red indicator for English learner progress. Additional data suggest a continued need to focus on increasing ELA and math performance for all students. Despite the growth of LALPA’s significant student subpopulations on internal benchmarks, these analyses suggest the continued need to provide them support.  LALPA addresses these needs by modifying the actions of LCAP Goals 3 through 5, which carry over into the current plan. Goal 3 maintains its focus on the performance of LALPA’s student subpopulations while Goals 4 and 5 continue to concern themselves with improving student ELA and math performance. The steps LALPA plans to take can be reviewed as the action items of these goals beginning with Goal 3 on p. 70. |

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| 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? | |
| **PERFORMANCE GAPS** | The California School Dashboard (Fall 2017 release) indicates that no performance gaps exist between LALPA’s significant subgroups and the general student population. However, LALPA continues with Goal 3 from the its previous LCAP, which addresses student subpopulations performance, to ensure they do not fall behind. |

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| **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. |
| LALPA will improve services for low-income, EL students, and foster youth in a number of ways. While LALPA does not have a significant number of foster youth, the school continues to designate a lead to ensure the provisions of McKinney-Vento are appropriately enacted. LALPA’s approach to addressing the needs of low-income and EL students include instructional materials that allow differentiation, the use of technology for both monitoring and intervention, increased teacher professional development that focuses specifically on these student populations, and the provision of academic, social and emotional support through a multi-tiered system of support (MTSS). Additionally, the school’s dual language two-way immersion program allows LALPA to better support Spanish-speaking EL students (which constitute the vast majority of the school’s EL students) by building upon the skills and competencies they have developed in their native language. |

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| [**BUDGET SUMMARY**](#Instructions_BudgetSummary)  Complete the table below. LEAs may include additional information or more detail, including graphics. |

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| **DESCRIPTION** | **AMOUNT** |
| Total General Fund Budget Expenditures for LCAP Year | $ 5,348,247 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ 4,549,157 |

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| 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. |
| Those expenses not included in 2018-2019 LCAP plan consist primarily of those costs related to the operation of the LEA home office, including administrative and office expenses and accounting, audit, and legal services. |

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| $ 3,826,479 | Total Projected LCFF Revenues for LCAP Year |

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| **[Annual Update](#Instructions_AU)** | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 1** | Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards within the framework of a two-way Spanish-English dual language program | | |
| 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. CAASPP ELA\*: 29% 2. CAASPP Math\*: 41% 3. Proficient or advanced in Standards-based Test in Spanish: 24% 4. ACT projection (Reading): 22% 5. ACT projection (Math): 13% | | | 1. **Not met.** In 2017, roughly 25 percent of LALPA’s students met or exceeded the state ELA standards, missing the benchmark metric by about 3.5 percent. However, LALA’s third graders surpassed the mark by 6 points.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | Standard Exceeded:  Level 4 | 19.72 % | 11.43 % | 4.48 % | 12.02 % | | Standard Met:  Level 3 | 15.49 % | 11.43 % | 13.43 % | 13.46 % | | Standard Nearly Met:  Level 2 | 16.90 % | 25.71 % | 26.87 % | 23.08 % | | Standard Not Met:  Level 1 | 47.89 % | 51.43 % | 55.22 % | 51.44 % |  1. **Not met.** In 2017, a little over 18 percent of LALPA’s students met or exceeded state math standards. LALA’s 3rd grade cohort came the closest to this year’s 41 percent benchmark, with a figure of roughly 29.5 percent.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | Standard Exceeded:  Level 4 | 7.04 % | 2.82 % | 2.99 % | 4.31 % | | Standard Met:  Level 3 | 22.54 % | 8.45 % | 10.45 % | 13.88 % | | Standard Nearly Met:  Level 2 | 25.35 % | 30.99 % | 44.78 % | 33.49 % | | Standard Not Met:  Level 1 | 45.07 % | 57.75 % | 41.79 % | 48.33 % |  1. **Not met.** LALPA had roughly seven percent of its students score proficient or advanced on the standards-based test in Spanish (STS) for reading/language arts and did not meet the benchmark of 24 percent.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 2nd  Grade | 3rd  Grade | 4th  Grade | 5th  Grade | All | | %  Advanced | 2.33 % | 0.00 % | 0.00 % | 0.00 % | 0.7 % | | %  Proficient | 4.65 % | 6.90 % | 3.03 % | 11.43 % | 6.42 % | | %  Basic | 39.53 % | 27.59 % | 45.45 % | 22.86 % | 34.38 % | | %  Below Basic | 41.86 % | 55.17 % | 27.27 % | 25.71 % | 37.14 % | | %  Far Below Basic | 11.63 % | 10.34 % | 24.24 % | 40.00 % | 21.43 % |  1. **Not met.** LALPA expected 22 percent of its students to have ACT reading score projections at 22 points or above. The school only had 14.9 percent (11 of 74) of its students with scores meeting this benchmark. 2. **Not met.** LALPA expected 13 percent of its students to have ACT math score projections at 22 points or above. The school only had 11.1 percent (8 of 72) of its students with scores meeting this benchmark. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to):   1. Wonders/Maravillas 2. Go Math! 3. investigating purchase of social studies curriculum 4. purchasing science materials and investigating adoption of new curriculum | ACTUAL  LALPA continues to make progress in aligning its curriculum to operant state standards and the dual language nature of its instructional program. Among other steps:   1. LALPA teachers have continued with the implementation of McGraw-Hill’s Wonders/Maravillas, an English language arts curriculum that has been adopted by the California State Board of Education for basic ELA/ELD and basic biliteracy. 2. LALPA teachers have continued with their use of Go Math!, which has been adopted by the California State Board of Education for use as a basic grade level program. 3. In the Spring of 2018, LALPA’s Curriculum Council began the process of reviewing and adopting social science curriculum approved by the California State Board of Education. 4. LALPA postponed completion of this action as the school awaits the adoption of NGSS-aligned science curriculum by the California State Board of Education. |
| Expenditures | | BUDGETED  $62,039   * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) | ESTIMATED ACTUAL  $42,064   * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) |
| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include, but not be limited to:   1. Continued ELA/ELD and SLA Wonders/Maravillas training 2. Continued Go Math! training for both the physical and digital curriculum. 3. Google Educator Level 1 training 4. NGSS Training 5. CA History-Social Sciences Rollout Training 6. Depth and complexity PD 7. PD on Kagan strategies | ACTUAL  LALPA has developed a Professional Development Program that supports teachers’ ability to deliver standard-aligned lessons and use effective instructional strategies. More notably, LALPA’s PD Program has incorporated principles of professional learning communities, giving teachers greater discretion to identify and collaborate around issues of concern. Specifically:   1. Though LALPA has devoted significant time to the issue of student literacy for PD, the school did not have any additional training specific to Wonders/Maravillas curriculum. 2. LALPA faculties have received a number of trainings to address math instruction; however, teachers did not receive any additional training specific to the Go Math! curriculum 3. LALPA has offered to cover fees associated with faculty members’ Google Educator certification. However, no faculty members have yet completed the training. 4. In the first semester of the school year, two teachers were sent to training focused on NGSS. Following a train-the-trainer model, teachers disseminated this information to their fellow faculty members. 5. In the first semester of the school year, grade-level chairs were sent to rollout training for the new History-Social Sciences framework, who then shared with their teams following a train-the-trainer model 6. In the first semester of the school year, LALPA contracted with an outside professional development provider to deliver training on depth and complexity. 7. In the first semester of the school year, LALPA teachers received professional development from an outside provider on the use of Kagan collaboration structures and strategies. |
| Expenditures | | BUDGETED  $70,749   * Travel & Conferences (5200) * Consultants – Instructional (5815) * Professional Development (5863) | ESTIMATED ACTUAL  $40,000   * Travel & Conferences (5200) * Consultants – Instructional (5815) * Professional Development (5863) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills students need to access the CCSS, including (but not limited to)   1. the implementation of a technology skills scope and sequence plan 2. the upkeep and purchase of hardware and infrastructure 3. the use of CAASPP interim assessments 4. the purchase of hardware security/loss prevention measures 5. payment for internet services 6. payment for firewall and cache services 7. BrainPop 8. Achieve3000 9. Keyboarding Without Tears 10. ST Math 11. Raz Kids | ACTUAL  LALPA has continued to acquire and maintain digital resources and infrastructure for the purposes of differentiation and technology-enriched instruction. Specifically:   1. Curriculum Council initiated the process of adopting a technology skills scope and sequence plan at the end of the 2016-2017 school year. School leadership conducted gap analyses, asking teachers to identify the digital and computer skills they were already teaching students in the course of their regular instruction and what skills have been neglected or overlooked. The implementation process has progressed into the current academic school year and is expected to continue on into the next. 2. LALPA has continued to invest in an information-technology staff to oversee the maintenance and upkeep of its digital hardware and infrastructure. 3. LALPA’s Curriculum Council and professional learning communities (PLCs) are considering preliminary plans for the adoption of CAASPP interim assessments within the school’s current instructional program. Though several teachers use these tests as part of their regular instruction, LALPA has not implemented their use on a school-wide basis. 4. LALPA has invested in security for its technological investments by purchasing loss prevention applications for the school’s laptops and continued payment of network safeguards (e.g. network firewall) 5. For the 2017-2018 school year, LALPA has continued to pay for the internet services necessary to implement the school’s adopted digital and online curriculums and their differentiation components. 6. For the 2017-2018 school year, LALPA has continued to secure firewall and cache services necessary to protect LALPA’s digital infrastructure and data as well as ensure students’ safe access to the internet. 7. LALPA purchased product licenses for BrainPop with teachers using the website’s resources to supplement their core instruction across multiple content areas. 8. LALPA teachers use Achieve3000 as a reading intervention program for struggling students as well as to provide reading enrichment activities for thriving students. 9. LALPA has delayed in renewing licenses for Keyboarding Without Tears as the school considers the adoption and implementation of a scope and sequence plan for student digital technology skills and literacy. Future program and curricular adoptions related to technology should be made in alignment to this plan. 10. LALPA has continued its use of ST Math as a supplemental math program. 11. LALPA has continued its use of RAZ Kids as a supplemental ELA/literacy program. |
| Expenditures | | BUDGETED  $47,039   * Non capitalized Equipment (4410) * Educational Software (4320) * Technology Services (5887) | ESTIMATED ACTUAL  $74,230   * Non capitalized Equipment (4410) * Educational Software (4320) * Technology Services (5887) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):   1. the administration of NWEA MAP assessments 2. the administration of Children’s Progress of Academic Achievement 3. the maintenance of a student information system 4. alignment of grade book to mastery grading 5. examination of Achieve3000 data 6. examination of CELDT/ELPAC data 7. examination of CAASPP summative and interim data | ACTUAL  LALPA operates a robust student assessment program that produces data from multiple sources and at different points during the school year. Specifically:   1. LALPA continues to administer the NWEA MAP, completing the Fall assessments in August 2017, the Winter assessments in February 2018, and the Spring assessments in June 2018. 2. LALPA also administers the Children’s Progress of Academic Achievement (CPAA) to students in grades TK-2 concurrently with NWEA’s MAP Growth assessments. 3. LALPA continues to use PowerSchool as its student information system. 4. This action item was included in error and has not been pursued by LALPA. 5. LALPA teachers review available data from Achieve3000 to personalize instructional programs for students. 6. In the 2017-2018 school year, the state of California transitioned from the CELDT to the ELPAC assessments. Following the state’s guidelines, CELDT is now only administered for the initial assessment of student’s EL eligibility. LALPA continues to examine and use these results to determine the student’s need for additional designated English language development (ELD). 7. LALPA’s Curriculum Council and professional learning communities (PLCs) are considering preliminary plans for the adoption of CAASPP interim assessments within the school’s current instructional program. Though several teachers use these tests as part of their regular instruction, LALPA has not implemented their use on a school-wide basis. |
| Expenditures | | BUDGETED  $11,439   * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessments (5878) * Student Information System (5881) | ESTIMATED ACTUAL  $9,386   * Student Assessments (5878) * Student Information System (5881) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. paying certificated employees’ salaries 2. paying classified employees’ salaries 3. providing eligible employees’ their contracted benefits 4. continue collective bargaining of competitive teacher contracts | ACTUAL  It is LALPA’s aim to employ a qualified and effective staff and faculty. To do so:   1. LALPA offers certificated employees competitive salaries. A comparison of LALPA and LAUSD 2017-2018 pay scales for teachers with regular credentials shows LALPA teachers earning more than their LAUSD counterparts. 2. LALPA offers classified employees competitive salaries. Instructional aides at the school begin at an hourly wage from $14 to $16. 3. LALPA provides eligible employees health and retirement benefits, including partially subsidizing benefits for their dependents and spouses. 4. LALPA continues to engage in collective bargaining with the local teacher’s union to negotiate a compensation package able to attract and retain talented and effective faculty. |
| Expenditures | | BUDGETED  $3,221,207   * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | ESTIMATED ACTUAL  $3,331,584   * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) |

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| Action  **Draft** | **6** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s homeroom teacher, family and other service providers to ensure healthy academic, social and emotional development. Each student’s MTSS team will secure intervention and enrichment as necessary and provide general guidance. This will include (but not be limited to):   1. securing intervention and enrichment as necessary 2. securing counseling services (e.g. VIP, school counselor) 3. college field trips 4. implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD 5. providing college and career counseling, workshops, fairs and outreach 6. using of Ripples Effects for behavior support | ACTUAL  LALPA’s MTSS is called the Student Assistance Program (SAP). Teachers refer students to the SAP, with teams consisting of the student and the student’s homeroom teacher, parent(s), an administrator, and other service providers (as appropriate). Specifically:   1. Students’ homeroom teachers assign intervention and enrichment through the school’s adopted programs and can arrange for additional support through the school’s Learning Center. 2. LALPA has secured counseling services by employing a school counselor and continuing the school’s partnerships with community service providers like VIP Community Health Hospital and Barrio Action. 3. LALPA did not operate a college field trip program for its students. Instead, teachers had their individual classes “adopt” a college or university, which became the focus of their research projects and activities related to post-secondary education. 4. To varying degrees, LALPA has implemented several AVID strategies. For example, the school’s 5th grade teachers have piloted the use of Cornell notes, several grade levels offer voluntary homework club for struggling students after school, and all grades take part in college presentations. However, none have been implemented on a school-wide basis. 5. LALPA has added a school counselor, who is developing a program that builds college awareness among students and their families. 6. While LALPA no longer uses Ripples Effects, the school continues to use mini-courses as a component of its restorative approach to student discipline and as an alternative to suspension. Mini-courses are assigned to students to help them reflect on their actions and teach appropriate behavior. At times, students are asked to plan and present self-produced mini-courses as part of this learning process. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 2 and 5   * Certificated salaries (1000) * Professional Development (5863, 5200) * Student Activities (5877) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 2 and 5, as well as Goal 2, Action 3   * Certificated salaries (1000) * Professional Development (5863, 5200) * Student Activities (5877) |

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| [ANALYSIS](#Instructions_AU_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. | |
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| Describe the overall implementation of the actions/services to achieve the articulated goal. | Though LALPA only implemented two actions fully (Action 1, which focuses on curriculum, and Action 5, which is concerned with employing faculty and staff), the school followed the other planned actions with a high degree of fidelity. Of the remaining actions, LALPA diverged from the original plan the most with Action 2, regarding faculty professional development. While the school provided teacher training focused on improving literacy and math instruction, LALPA’s Professional Development Program did not address the particular curricula specified by the action items. LALPA took steps to meet all the items of Action 3, which focus on the school’s use and maintenance of its technology resources, with only three of the items still progressing toward full implementation. Action 4, which centers on the monitoring of student data, has also been fully implemented with the exception of the item calling for analyses of CAASPP summative and interim assessment data (item 7), which was contingent on the completion of item 3 from Action 3. As for Action 6, regarding the development of student supports, LALPA largely followed the original plan with some minor changes. Specifically, an “adopt a college” program was instituted in place of a college field trip program and the school decided against using Ripples Effects as part of its behavior support program (item 6). While LALPA also made progress on the implementation of AVID strategies (item 4), the school continues to work toward the completion of the item. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall, the actions implemented were effective in moving LALPA toward its goal of a rigorous standards-based dual-language instructional program. Action 1 plans were effective in maintaining LALPA’s core standards-aligned curricula as well as positioning the school for future additions in social science. Action 2 was effective in better aligning teachers’ instruction to state standards and making the school’s PD program more responsive to teacher needs. Action 3 has been effective in maintaining LALPA’s recent investments in educational technology. LALPA’s implementation of Action 4 was effective in supporting the school’s collection and use of data to inform organizational decision-making. Action 5 was effective in providing the appropriate personnel to execute LALPA’s instructional program. Completing the planned items of Action 6 further developed and expanded the services and supports available to help students access the school’s instructional program and achieve its learning outcomes. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There are number of material differences between the budgeted and estimated actual expenditures. First, LALPA spent noticeably less money than expected on two of action items: Action 1 on curriculum and Action 2 on professional development. LALPA’s student enrollment figures have been below projections, which have in turn affected the school’s budget. This has led LALPA to adopt some cost-saving measures regarding curriculum, including postponing the purchase of non-essential curriculum (Action 1) and adopting a “train the trainer” model (where a smaller group is trained and expected to train others) when appropriate (Action 2). Conversely, LALPA spent more than projected for Action 3 and Action 5. Material differences for Action 3 are a result of unexpected costs of additional digital program licenses for Achieve3000 and other support programs. These expenditures were made in light of previous technological investments; LALPA wanted to maximize the effects of recently purchased student hardware and acquired the software and program licenses necessary to put them to greater use. Likewise, despite budgetary pressures, LALPA went over its expected expenditures for Action 5, regarding the employment of personnel. This material difference is explained by school decisions to add a school counselor and other support staff deemed necessary to meet student needs. |
| 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. | As a result of this analysis, LALPA has made a number of changes to this goal’s actions. First, a number of action items were completed and have been omitted from 2018-2019 LCAP: items 3 and 4 of Action 1, item 4 of Action 3; and item 2 of Action 6. This LCAP has also changed Action 2 to reflect developments in the school’s professional development program. The new LCAP has also edited Actions 4 and 6 of this goal so they more clearly highlight their intended focus on data and academic supports. In addition, item 3 and 5 of Action 6 in the previous LCAP have been combined together into a broader item on promoting college awareness and attendance in the new LCAP (item 3) while item 6 from last year was moved to Action 3 of Goal 2, where it fits more naturally with other PBIS initiatives. Changes made as a result of stakeholder input are discussed on p. 47. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

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| --- | --- | --- | --- |
| **Goal 2** | Provide a safe and supportive schooling experience that attends to the social and emotional development of students and the role of their families in this growth | | |
| 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. ADA: 95% 2. Suspension rate: < 1% 3. Expulsion rate: 0% 4. Health department inspections: >89 5. Fire department inspections: pass 6. Passing score on site inspections: pass 7. LALA is safe (Parent and student surveys): 95% 8. LALA supports whole child (Parent and student surveys)    1. Health & well-being: 95%    2. Socio-emotional: 95%    3. VAPA: 95%    4. Extracurricular: 95% | | | 1. **Not met.** For the 2016-2017 school year, LALPA had an average daily attendance of 94.9 percent. For the current year to date, LALPA has achieved a similar average daily attendance of 94.8 percent. 2. **Met.** In the 2016-2017 school year, LALPA suspended one student for a suspension rate of 0.2 percent. 3. **Met.** LALPA did not expel any students in the 2016-2017 school year. 4. **Met.** LALPA’s health department inspection report states that the numerical/letter grade indicator is not applicable to the site. However, the report shows that the facility passed the most recent inspection, with no further action required. 5. **Met.** LALA’s site landlord has ensured proper fire department compliance and has scheduled the completion of Regulation 4 inspections in April of 2018 to renew permits and authorizations. 6. **Not applicable.** No metrics or criteria have been established defining parameters of a passing score. 7. **Met.** Of those families who participated in this year’s LCAP survey, 95 percent agreed with the following statement: “LALA is a safe, clean, and welcoming school.” This figure matches the expected benchmark. 8. **Not met.** LALPA’s met the expected percentage of survey responses for two of the four items included in this metric. Ninety-five percent of families agree with the following two statements:  * Health & well-being: “LALA cares about and provides for my student’s physical health and well-being.” * Socio-emotional: “LALA cares about my student’s grades as well as their social and emotional growth.”   However, only 90 and 91 percent of survey respondents agreed with the following two statements, respectively:   * VAPA: “LALA offers my student opportunities to participate in the visual and performing arts.” * Extracurricular: “LALA offers my student opportunities to participate in sports, clubs and other extracurricular activities.” |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. leasing the school’s campus 2. creating a safety committee that governs the comprehensive school safety plan 3. conducting monthly safety drills 4. conducting regular walk-throughs and site inspections 5. providing shade for playground 6. replacing ground cover for playground 7. Red Cross Emergency Preparedness PD for administrative designee | ACTUAL  LALPA has implemented structures and processes to ensure the school’s physical grounds that are safe and conducive to learning. Specifically:   1. LALPA has continued its current lease agreement, which ensures the school’s location at the 2670 Griffin site. 2. Site assistant principals continue in their responsibility for the school’s safety plan. The plan was updated for the 2017-2018 school year and is currently in use. 3. At the beginning of the 2017-2018 school year, site assistant principals created a monthly schedule of drills that alternates between fire, earthquake, and lockdown drills. 4. Site assistant principals designate staff to report issues and concerns to be addressed based on their regular checks of campus premises. 5. LALPA installed shading for its playground in the first semester of this school year. 6. LALPA replaced the ground cover of its playground in the first semester of this school year. 7. LALPA identified the Dean of Students as the school’s administrative designee and has arranged for appropriate training. |
| Expenditures | | BUDGETED  $468,667   * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | ESTIMATED ACTUAL  $436,114   * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Implement a program of parent and community outreach that solicits feedback and participation as well as provide services, training or information. This will include (but not be limited to):   1. the continued use of electronic communication systems (e.g. Parent Square, Facebook) 2. an update of the LEA website 3. conducting annual stakeholder surveys 4. hosting regular monthly stakeholder (e.g. “Coffee with the Principal”) 5. assisting families in need with school uniforms 6. providing family services through community partners (e.g. VIP Services and Barrio Action for counseling; legal services; health; etc.) 7. host community outreach/recruiting (e.g. Fall Festival, Community Block Party) | ACTUAL  LALPA regularly seeks input from its various stakeholders and has implemented a program for doing so. In addition, the school dedicates time and money to providing services and resources needed by LALPA’s families (or connecting them to those who can). Specifically:   1. LALPA continues to use electronic methods like Parent Square and Facebook as well as traditional means (e.g. phone blasts, letters and fliers home) to communicate with families. 2. LALPA updated the LEA website to provide an online location that centralizes information and school related resources for all stakeholders. 3. LALPA conducts annual stakeholder surveys of teachers, students and families early in the second semester. This year, LALPA began the collection of stakeholder surveys and input the week of February 19th. 4. LALPA has kept a schedule of monthly Coffee with the Principal and other events meant to connect stakeholders to the school and to function as avenues for them to provide feedback and input. 5. All LALPA students receive a green polo as a student uniform free of charge. In addition, the school has allocated funds in the budget for the express purpose of assisting families with additional uniforms. 6. LALPA has partnered with community organizations and service providers like VIP Community Health Center and Barrio Action to assist students and families with meeting their needs. 7. LALPA continues to host a slate of community-oriented events, including the Fall Festival in November 2017, as a means of outreach and recruitment. |
| Expenditures | | BUDGETED  $5,272   * Uniforms (4350) * Family Outreach (5807) | ESTIMATED ACTUAL  $2,486   * Uniforms (4350) * Family Outreach (5807) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):   1. school-wide monthly recognition assemblies for attendance, behavior, and academics 2. PBIS events (e.g. ice cream socials) 3. continue “Caught Being Good” PBIS program 4. providing parenting workshops as an alternative to suspension 5. using mini-courses | ACTUAL  LALPA has implemented a school-wide tiered PBIS system focused on both preventing problematic behaviors while encouraging positive ones. Specifically:   1. LALPA has maintained a program of monthly assemblies to recognize students for meeting school expectations 2. LALPA hosts a number of PBIS events like ice cream socials and field trips to incentivize and reward good behavior 3. LALPA’s has transitioned to using Class Dojo as the basis of its PBIS points system rather than “Caught Being Good” tickets. 4. LALPA uses a number of alternatives to suspension to protect the amount of instructional time students miss as a result of discipline problems. Among other alternatives, LALPA has the option of connecting parents with Barrio Action for parenting workshops. 5. LALPA uses mini-courses as a component of its restorative approach to student discipline and as an alternative to suspension. Mini-courses are assigned to students to help them reflect on their actions and teach appropriate behavior. At times, students are asked to plan and present self-produced mini-courses as part of this learning process. |
| Expenditures | | BUDGETED  $15,000   * Student Activities (5877) | ESTIMATED ACTUAL  $23,333   * Student Activities (5877) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide access to services and programs that support students’ socio-emotional health and development through students’ MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development’s (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):   1. expansion of the athletic/sports program 2. providing an after-school youth program 3. PD for teachers on classroom management, trauma-informed approaches, de-escalation 4. monthly parent workshops by Barrio Action 5. sex health education for 5th graders and their parents by Reality Check | ACTUAL  LALPA has established a multi-tiered system of supports (MTSS) to help address the holistic needs of our students. Specifically:   1. LALPA has continued to build upon the athletics/sports program established last year with the employment of an organization Athletic Director 2. LALPA has partnered with After School All-Stars to manage and operate an after school youth program. 3. LALPA has provided a number of professional development sessions to develop classroom management systems designed to account for the particular circumstances and needs of the school’s students 4. LALPA began a partnership with Barrio Action to offer parenting classes and workshops to the school’s families early in the year and completed an initial session in the first semester. However, a staffing change in parent coordinators has delayed full implementation of the program. 5. LALPA decided against contracting with Reality Check and scheduled the delivery of appropriate sex health education to its 5th graders through its regular classroom instructors in April of 2018. |
| Expenditures | | BUDGETED  $112,500   * ASES (4352) | ESTIMATED ACTUAL  $122,850   * ASES (4352) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. surveying students regarding food preferences | ACTUAL  LALPA provides a healthy and nutritious breakfast and lunch to all students through its food vendor, Better 4 You Meals.   1. In the spring of 2018, LALPA began surveying students about their food preferences on a monthly basis. The school uses this information to set the school lunch menu. |
| Expenditures | | BUDGETED  $358,864   * Student Food Services (4710) | ESTIMATED ACTUAL  $358,865   * Student Food Services (4710) |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, LALPA followed this goal’s actions with a very high degree of fidelity. Of the five actions, LALPA diverged significant only from the original plans of Action 4, which focused on student services and programs. Specifically, the school decided against contracting with Reality Check to provide sex health education as planned, opting to have LALPA’s regular classroom teachers deliver this instruction instead (item 5). Personnel changes at both LALPA and Barrio Action also caused the postponement of the planned action’s parent workshop program (item 4). In addition, Action 3 (regarding student discipline and PBIS) saw a minor change in one item, with LALPA replacing the originally intended “Caught Being Good” ticket system in favor of the point system in ClassDojo (item 3). The items for Action 1 (which focused on the physical conditions of the school), Action 2 (centered on parent and stakeholder outreach and support), and Action 5 (regarding student nutrition) were all implemented as planned. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall, the school’s implementation of these actions was effective in having LALPA make progress toward providing a safe and supportive school experience for students and their families. Action 1 was effective in directing needed site improvements and maintaining the processes and practices that ensure a secure campus. Similarly, Action 2 was effective in maintaining levels of communication with parents, the range of services provided to them, and their degree of involvement with the school and its decisions. Likewise, Action 3 has been effective in further developing LALPA’s PBIS system on multiple tiers. In addition, Action 4 and Action 5 have further developed the services, supports, and programs that LALPA offers in meeting the needs of students in a “whole child” approach. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Material differences between budgeted and estimated actual expenditures appear in four of this goal’s five actions. On one hand, LALPA projects to spend less than originally expected on the first two actions. In addition to efforts to be more mindful of supply use (e.g. favoring digital over paper communications when possible), the school has saved money by transitioning responsibility for site repairs from LALPA to the property landlord for Action 1. For Action 2, the change in parent coordinators resulted in the cancelation of a number of events for which the school had allocated funds. However, LALPA will spend more than expected on Action 3, which concerns itself with PBIS and student culture. The costs of supporting student events were higher than expected and some costs (like those associated with the student leadership group and non-PBIS fieldtrips) were mistakenly excluded from this action. As for Action 4, its expenditures come from the ASES grant, which requires the school to expend an amount equal to the grant award. The grant amount received this year was higher than originally projected. |
| 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. | As a result of this analysis, LALPA has made a number of changes to this goal’s actions and the goal’s metrics. First, LALPA changed the health inspection metric (outcome 4) to a more applicable pass/not pass measurement. These analyses have also resulted in the disaggregation of outcome 8 into separate measures that evaluate school efforts regarding student health and well-being, socio-emotional health, visual and performing arts opportunities, and extracurricular activities. This will allow for finer and more specific analyses in the future. Second, LALPA completed a number of action items from the previous year and have omitted them from the 2018-2019 LCAP: items 1, 5, and 7 of Action 1; item 2 of Action 2; and item 1 of Action 4. LALPA chose to no longer pursue item 3 of Action 1 and item 5 of Action 4 and have omitted them from the new LCAP as well as outcome 6 (passing site inspections) for lack of clear metrics. In addition, item 3 of Action 4 from last year’s LCAP has moved and been subsumed into the more general PD provisions under Action 2 of Goal 1 in the new LCAP. LALPA has also modified a number of action items to broaden their scope and allow the school greater flexibility in implementation: specifically, Action 3 and item of Action 4. Action 3 now expects the school’s PBIS focus to consider broader forms of recognitions and alternatives to suspensions than field trips and parent workshops. The action now also includes broad items that will account for the costs of supporting student leadership and activities that create enthusiasm about learning. Likewise, item 4 of Action 4 is reframed to allow organizations other than Barrio Action to provide parent workshops and services. In addition, item 2 of Action 1 has also changed in the current LCAP to reflect the progress LALPA has made, with the item now directing the actions of the committee that it previously established. Changes to the goal as a result of stakeholder input are discussed on p. 47. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

|  |  |  |  |
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| **Goal 3** | Close the achievement gap between students from significant subpopulations (e.g. EL, Latino, SPED and socioeconomically disadvantaged students) and the general population | | |
| 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. EL score on CAASPP ELA: 24% 2. Low income score on CAASPP ELA: 29% 3. SPED score on CAASPP ELA: 26% 4. Latino score on CAASPP ELA: 29% 5. EL NWEA met growth projection (Reading): 25% 6. Low income NWEA met growth projection (Reading): 29% 7. SPED NWEA met growth projection (Reading): 34% 8. Latino NWEA met growth projection (Reading): 28% 9. EL NWEA met growth projection (Language): 22% 10. Low income NWEA met growth projection (Language): 24% 11. SPED NWEA met growth projection (Language): 21% 12. Latino NWEA met growth projection (Language): 26% 13. EL reclassification rate: 13% 14. EL score on CAASPP Math: 32% 15. Low income score on CAASPP Math: 41% 16. SPED score on CAASPP Math: 16% 17. Latino score on CAASPP Math: 42% 18. EL NWEA met growth projection (Math): 32% 19. Low income NWEA met growth projection (Math): 33% 20. SPED NWEA met growth projection (Math): 34% 21. Latino NWEA met growth projection (Math): 32% | | | 1. **Not met.** Roughly seven percent of LALPA’s EL students met or exceeded state ELA standards on the 2017 CAASPP, missing the benchmark by about 17 percent.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of EL students with scores | 30 | 33 | 36 | 99 | | Standard Exceeded:  Level 4 | 0.00 % | 0.00 % | 0.00 % | 0.00 % | | Standard Met:  Level 3 | 10.00 % | 0.00 % | 11.11 % | 7.07 % | | Standard Nearly Met:  Level 2 | 26.67 % | 24.24 % | 19.44 % | 23.23 % | | Standard Not Met:  Level 1 | 63.33 % | 75.76 % | 69.44 % | 69.70 % |  1. **Not met.** LALPA approached the goal of having 29 percent of its students from low-income families meeting or exceeding state ELA standards with roughly a quarter of them doing so (24.6 percent). LALPA’s 3rd grade cohort of students low-income families surpassed the benchmark, with about a 35 percent of them performing at those levels.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of low SES students with scores | 58 | 61 | 60 | 179 | | Standard Exceeded:  Level 4 | 17.24 % | 9.84 % | 5.00 % | 10.61 % | | Standard Met:  Level 3 | 17.24 % | 11.48 % | 13.33 % | 13.97 % | | Standard Nearly Met:  Level 2 | 17.24 % | 24.59 % | 25.00 % | 22.35 % | | Standard Not Met:  Level 1 | 48.28 % | 54.10 % | 56.67 % | 53.07 % |  1. **Not met.** LALPA did not meet the goal of having 26 percent of its students with disabilities meet or exceed the state ELA standards. In the 2017 CAASPP, about nine percent of LALA’s students with disabilities did so.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of SPED students with scores | 11 | 15 | \* | 35 | | Standard Exceeded:  Level 4 | 0.00 % | 6.67 % | \* | 2.86 % | | Standard Met:  Level 3 | 9.09 % | 0.00 % | \* | 5.71 % | | Standard Nearly Met:  Level 2 | 27.27 % | 20.00 % | \* | 20.00 % | | Standard Not Met:  Level 1 | 63.64 % | 73.33 % | \* | 71.43 % |  1. **Not met.** Overall, roughly 27 percent of LALPA’s Latino students met or exceeded the state ELA standards, missing its goal by about two percent. The school’s 3rd grade Latino students surpassed the goal with about 34 percent of them performing at the expected levels.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of Latino students with scores | 61 | 61 | 51 | 173 | | Standard Exceeded:  Level 4 | 18.03 % | 13.11 % | 3.92 % | 12.14 % | | Standard Met:  Level 3 | 16.39 % | 9.84 % | 17.65 % | 14.45 % | | Standard Nearly Met:  Level 2 | 18.03 % | 26.23 % | 27.45 % | 23.70 % | | Standard Not Met:  Level 1 | 47.54 % | 50.82 % | 50.98 % | 49.71 % |  1. **Met.** Of the 196 EL students with growth projections for the NWEA MAP reading assessment, 82 met their growth targets, surpassing the 25 percent benchmark by roughly 17 percentage points at 41.8 percent. 2. **Met.** LALPA’s students from low-income families met the expected 29 percent benchmark for the NWEA MAP reading assessment. Of the 256 students from low-income families with growth projections, 116 (45.3 percent) met their growth targets. 3. **Not met.** Of the 40 LALPA students with disabilities who had growth projections for reading, 10 were able to meet their growth targets, missing the expected 34 percent benchmark by less nine percentage points at 25 percent. 4. **Met.** LALPA’s Latino students surpassed the expected 28 percent benchmark for the NWEA MAP reading assessment. Of the 308 students with growth reading projections, 137 met their growth target, for a rate of 44.9 percent. 5. **Met.** Of the 91 EL students with NWEA growth projections in language, 36.3 percent (33 students) met their growth targets, surpassing the expected benchmark by roughly 14 percent. 6. **Met.** Roughly 37 percent of LALPA’s low-income students with growth projections in language met their growth targets (55 of 149 students), surpassing the expected 24 percent benchmark by approximately 13 percent. 7. **Met.** Of LALPA’s 28 students with disabilities who had growth projections in language, 46.4 percent (13 students) met their growth targets. In all, LALA’s students with disabilities surpassed the expected benchmark of 21 percent by more than 25 percent. 8. **Met.** LALPA’s Latino students surpassed the expected 26 percent benchmark for the NWEA MAP language assessment by a little more than 12 percent, with 38.1 percent of those with growth projections meeting their targets (61 of 160 students). 9. **Not met.** According to 2016-2017 data on Dataquest, LALPA reclassified 15 of our 209 EL students for a reclassification rate of 7 percent, missing the 13 percent benchmark by six percent. 10. **Not met.** A little more than six percent of LALPA’s EL students met or exceeded state math standards, about 26 percent below the stated goal of 32 percent. Only the 3rd grade cohort had a double-digit percentage of EL students perform as expected with 10 percent exactly.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of EL students with scores | 30 | 33 | 36 | 99 | | Standard Exceeded:  Level 4 | 0.00 % | 0.00 % | 2.78 % | 1.01 % | | Standard Met:  Level 3 | 10.00 % | 0.00 % | 5.56 % | 5.05 % | | Standard Nearly Met:  Level 2 | 26.67 % | 24.24 % | 33.33 % | 28.28 % | | Standard Not Met:  Level 1 | 63.33 % | 75.76 % | 58.33 % | 65.66 % |  1. **Not met.** Forty-one percent of LALPA’s students from low-income families were expected to meet or exceed state math standards on the 2017 CAASPP; however, only about 18 percent did so. The school’s cohort of 3rd grade Latino students performed best, with 29 percent reaching the expected performance levels.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of low SES students with scores | 58 | 62 | 60 | 180 | | Standard Exceeded:  Level 4 | 5.17 % | 3.23 % | 3.33 % | 3.89 % | | Standard Met:  Level 3 | 24.14 % | 8.06 % | 11.67 % | 14.44 % | | Standard Nearly Met:  Level 2 | 24.14 % | 27.42 % | 43.33 % | 31.67 % | | Standard Not Met:  Level 1 | 46.55 % | 61.29 % | 41.67 % | 50.00 % |  1. **Not met.** LALPA did not reach the goal of having 16 percent of its students with disabilities meet or exceed state math standards, with about nine percent doing so.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of SPED students with scores | 11 | 15 | \* | 35 | | Standard Exceeded:  Level 4 | 0.00 % | 6.67 % | \* | 2.86 % | | Standard Met:  Level 3 | 9.09 % | 0.00 % | \* | 5.71 % | | Standard Nearly Met:  Level 2 | 45.45 % | 20.00 % | \* | 34.29 % | | Standard Not Met:  Level 1 | 45.45 % | 73.33 % | \* | 57.14 % |  1. **Not met.** The benchmark expected 42 percent of LALPA’s Latino students to meet or exceed the state math standards on the 2017 CAASPP but only a little more than 18 percent did so. The 3rd grade had the greatest percentage of Latino students who performed at expected levels, with about 30 percent.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3rd  Grade | 4th  Grade | 5th  Grade | All | | # of Latino students with scores | 61 | 62 | 51 | 174 | | Standard Exceeded:  Level 4 | 3.28 % | 3.23 % | 1.96 % | 2.87 % | | Standard Met:  Level 3 | 26.23 % | 9.68 % | 9.80 % | 15.52 % | | Standard Nearly Met:  Level 2 | 22.95 % | 32.26 % | 49.02 % | 33.91 % | | Standard Not Met:  Level 1 | 47.54 % | 54.84 % | 39.22 % | 47.70 % |  1. **Met.** Of the 94 LALPA EL students with growth projections in math, roughly 37.2 percent (35 students) met their NWEA math growth target in the Winter 2018 assessments, surpassing the 32 percent benchmark by about 5 percentage points. 2. **Met.** Of the 149 LALPA students who participate in the Free and Reduced Lunch Program and have growth projections in math, roughly 34.9 percent (52 students) met their growth targets, surpassing the expected 33 percent benchmark by just under 2 percent. 3. **Met.** Thirty-seven percent of LALPA’s students with disabilities with growth projections in math met their growth targets (10 of 37 students). This exceeded the expected benchmark of 34 percent by three percentage points. 4. **Met.** Of LALPA’s 160 Latino students with growth projections for math, 57 met their growth targets, for a rate of 35.6 percent. This figure surpasses the expected 32 percent benchmark by roughly 3.5 percentage points. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Monitor academic progress of significant subpopulations (including RFEPs) through students’ MTSS teams (see Goal 1, Action 6).   1. individual conferences with student’s advisors 2. monitoring by the Director of Student Services 3. examining available subgroup data from digital programs (see Goal 1, Action 4) | ACTUAL  LALPA monitors the academic progress of all students, including those from its significant subpopulations. Specifically:   1. LALPA’s homeroom teachers take the lead in monitoring students with disabilities, English language learners, and Latino students. 2. LALPA’s homeroom teachers receive support in monitoring the performance of students from special populations and have their efforts coordinated by the Director of Student Services. 3. LALPA’s Director of Student Services manages data from various intervention programs and coordinates their dissemination to and use by advisors, caseworkers, and service providers. It is an organizational practice to identify students from LALPA’s special student subpopulations and analyze their relevant results when examining or using student data (e.g. during professional development sessions or public forums like regular meetings of the school’s Board of Directors). |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 4   * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessment (5878) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 4   * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessment (5878) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):   1. BrainPop ESL 2. ST Math 3. Achieve3000 4. Raz Kids | ACTUAL  LALPA has continued to leverage its recent technological investments by using computer-adaptive instructional programs and other digital resources to provide differentiated instruction and intervention. Specifically:   1. LALPA did not renew BrainPop ESL licenses for the current year, focusing instead on the more efficient use of the support materials included with the Maravillas/Wonders curriculum. 2. LALPA renewed digital licenses for ST Math, which teachers use to supplement the school’s core math curriculum 3. LALPA obtained licenses for Achieve3000, a computer adaptive literacy program, for intervention/enrichment purposes. 4. LALPA has continued its use of RAZ Kids as a supplemental ELA/literacy program. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 3 and 5   * Certificated salaries (1100) * Educational Software (4320) * Technology Services (5887) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 3 and 5   * Certificated salaries (1100) * Educational Software (4320) * Technology Services (5887) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):   1. the continuation of a RTI Tier 3 pullout program for ELA 2. in-class Tier 2 support for math and ELA | ACTUAL  LALPA dedicates time and resources to providing a wide range of academic supports to students who struggle. Specifically:   1. LALPA has continued to support the Learning Center, base for the school’s Tier III pullout program for ELA, including the employment of a full-time faculty member. 2. LALPA provides in-class Tier II support for math and ELA with teachers and other support personnel (i.e. instructional aides, paraprofessionals, resource teachers) using small group instruction to address students who are struggling with content. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 5   * Certificated salaries (1100) * Classified salaries (2100) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 5   * Certificated salaries (1100) * Classified salaries (2100) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. PD for instructional aides to support SPED students 2. ELD and reclassification workshops for parents | ACTUAL  LALPA employed a number paraprofessionals and instructional aides for the 2017-2018 academic school year. Though they focus particularly on students with disabilities and EL students, the school’s paraprofessionals and aides provide support to all students who struggle. In addition:   1. the Director of Student Services arranged for and provided training to support staff on how to better service the school’s special subpopulations 2. LALPA has addressed the topics ELD, reclassification, and EL assessments through Coffee with the Principal as well as various events hosted by the Director of Student Services and the school’s English Learners’ Advisory Committee (ELAC). |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5 and 4 as well as Goal 2, Action 2   * Classified salaries (2100) * Professional Development (5863,5200) * Family Outreach (5807) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2   * Classified salaries (2100) * Professional Development (5863,5200) * Family Outreach (5807) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. conduct of Modified Consent Decree meetings 2. PD for teachers on IEPs and servicing SPED students | ACTUAL  LALPA makes a number of efforts to ensure the school’s faculty members are properly trained to meet the need of its special subpopulations. As part of these efforts:   1. The Director of Student Services has conducted Modified Consent Decree meetings to ensure the right of students with disabilities to a free appropriate public education. 2. As part of the initial pupil-free professional development day of the year, the Director of Student Services delivered a PD centered on IEPs and meeting the needs of students with disabilities. The Director and Special Education department have provided support to individual teachers as needed during the course of the year. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5 and 4 as well as Goal 2, Action 2   * Professional Development (5863, 5200) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2   * Professional Development (5863, 5200) |

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| [ANALYSIS](#Instructions_AU_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. | |
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| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, LALPA implemented this goal’s planned actions with a very high degree of fidelity. Of the goal’s five actions, the school diverged from a sole action item—and even then, only minimally so: Action 2, which was concerned with the use of digital content, had originally planned for LALPA to use BrainPop ESL to provide differentiated literacy instruction (item 1); instead, LALPA relied on the differentiation and support materials included with its core ELA curriculum to do this. Otherwise, the school completed the plans related to Action 1 (focused on the data of students from significant subpopulations), Action 3 (addressing the provision of ELD and literacy intervention), Action 4 (centered on employing support personnel), and Action 5 (concerned with supporting teachers to meet the particular needs of students from significant subpopulations) as expected. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | LALPA’s implementation of these plans have been highly effective and have been accompanied by noticeable improvement in a number of the goal’s benchmarks, particularly related to student progress as measured by school internal benchmarks. With one exception, the school met all of the metrics regarding the percentage of students from its significant subpopulations expected to meet their NWEA growth targets: only LALPA’s students with disabilities did not do so for the reading assessment. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| 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. | LALPA has made one minor changes based on this analysis. The new LCAP has removed item 1 of Action 2 on the use of BrainPop to reflect the school’s decision to use Wonders/Maravillas’ ELD resources instead. Changes to the goal as a result of stakeholder input are discussed on p. 47. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 4** | Increase student literacy as measured by the CCSS | | |
| 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. At or above grade norm level RIT (Language): 27% 2. Met growth target (Language): 26% 3. At or above grade norm level RIT (Reading): 22% 4. Met growth target (Reading): 27% 5. Projected to meet or exceed ELA CAASPP: 19% | | | 1. **Not met.** The results of the NWEA 2018 Winter Test Session show that LALPA did not meet its goal of having 27 percent of its students at or above grade level norms for language. Missing by roughly 4 percent, 45 of the 194 students with valid test scores performed at the benchmark level (23 percent). 2. **Met.** Based on the NWEA 2018 Winter Test Session, LALPA exceeded its goal of having 26 percent of its students meet their growth language targets by roughly 12 percent. Of the 180 students with valid test scores, 38.3 percent (69 students) met or exceeded their projected growth. 3. **Not met.** In the NWEA 2018 Winter Test Session, 71 of the 363 students with valid test scores performed at or above grade level norms in reading for a rate of 19.6 percent. This missed the 22 percent goal by roughly 2 percentage points. 4. **Met.** The results of NWEA 2018 Winter Test Session show that LALPA surpassed its goal of 27 percent of its students meeting their growth targets in reading by roughly 18 percent at a rate of 44.8 percent (150 of the 335 students with valid test scores). 5. **Met.** Based on the results of the NWEA 2018 Winter Test Session, 21.6 percent of LALPA’s students are projected to meet or exceed the state ELA standards as measured by CAASPP (42 of 194 students). This exceeds the school’s goal of 19 percent by roughly 3 percentage points. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue to provide academic ELA support in class and through a pullout RTI class. | ACTUAL  LALPA teachers dedicate time within the regular school day to provide focused small group differentiated instruction in ELA. The school also operates a pullout intervention class in the Learning Center to provide more intensive literacy support to those who continue to struggle. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5, 4 and 1   * Certificated salaries (1000) * Classified salaries (2000) * Professional Development (5863, 5200) * Instructional Materials & Supplies (4325) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 1, 4, and 5   * Certificated salaries (1000) * Classified salaries (2000) * Professional Development (5863, 5200) * Instructional Materials & Supplies (4325) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Professional development on the continued implementation of the ELA curriculum, Wonders/Maravillas. | ACTUAL  To ensure LALPA teachers’ ability to provide effective literacy instruction, the school has committed a number of professional development sessions to the issue as part of its larger Professional Development Program. However, the school did not receive any additional training on the implementation of the Wonders/Maravillas curriculum. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 4   * Professional Development (5863, 5200) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 4   * Professional Development (5863, 5200) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | ACTUAL  LALPA uses the computer adaptive ELA program Achieve3000 to provide intervention and enrichment to students. The school also uses the digital program RAZ Kids to supplement the school’s core ELA curriculum. A number of teachers use CAASPP interim assessments as part of their regular instruction; however, this practice has not been implemented on a school-wide basis. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 3, 4 and 5   * Certificated salaries (1000) * Classified salaries (2000) * Educational Software (4320) * Student Assessments (5878) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 3, 4 and 5   * Certificated salaries (1000) * Classified salaries (2000) * Educational Software (4320) * Student Assessments (5878) |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | In two of the three goal’s actions LALPA did not fully implement the plan as expected. For Action 1, the school met expectations to maintain both in-class and pullout ELA intervention. However, for Action 2, LALPA diverged from its original PD plan of focusing on the use of its specific ELA curriculum in favor of a broader focus on literacy in general (keeping in line with the transition of the school’s PD program to a PLC model). As for Action 3, LALPA did implement the use of Achieve3000 and other supplementary digital resources (like RazKids). However, as previously noted, the use of CAASPP interim assessments has not yet been implemented on a wider basis. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | As measured by the goal’s metrics, LALPA’s implemented actions have been effective, with the school meeting three of the five benchmarks set. Even in the two metrics where LALPA fell short, the school made progress over last year’s performance. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| 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. | Based on its analysis, LALPA has changed Action 2 of this goal. The action in the new LCAP aligns to school’s transition to a PLC model for PD. The action now widens the scope of training expected beyond using Wonders/Maravillas, allowing teachers greater discretion to identify and address their literacy instruction needs. Changes to the goal as a result of stakeholder input are discussed on p. 47. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 5** | Increase math performance and ability as measured by the CCSS | | |
| 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. At or above grade norm level RIT: NWEA Math\*: 32% 2. Met growth target: NWEA Math\*\*: 33% 3. Projected to meet or exceed Math CAASPP\*\*\*: 17% | | | 1. **Not met.** Based on NWEA 2018 Winter Test Session, LALPA missed its goal of having 32 percent of its students at or above the grade level norms by roughly 20 percent. Of the 192 students with valid test scores, 11.9 percent (23 students) met the benchmark. 2. **Met.** In the NWEA 2018 Winter Test Session, LALPA exceeded its goal of having 33 percent of its students meet their growth targets in math by 3.1 percent. Of the 180 students with growth projections, 65 met or exceeded the progress expected of them, for a rate of 36.1 percent. 3. **Not met.** Based on the NWEA 2018 Winter Test Session, LALPA did not meet its goal of having 17 percent of its students projected to meet or exceed state math standards on CAASPP. Of the 192 students with CAASPP projections, only 16 are projected to do so, for a rate of 8.3 percent. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue to provide academic math support through in-class intervention periods and after school tutoring | ACTUAL  LALPA teachers dedicate time within the regular school day to provide focused small group differentiated instruction in math. In addition, the school offers after-school tutoring to students with their teachers as well as the Lincoln Heights Tutoring Program and Barrio Action, two of LALPA’s community service organization partners. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5 and 1   * Certificated salaries (1000) * Instructional Materials & Supplies (4325) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 1 and 5   * Certificated salaries (1000) * Instructional Materials & Supplies (4325) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue use of ST Math as digital resource for math intervention | ACTUAL  LALPA continues to use ST Math as a digital resource to supplement the core math curriculum as well as for enrichment and intervention purposes. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 3   * Educational Software (4320) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 3   * Educational Software (4320) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continued PD on effective math practices and instructional strategies | ACTUAL  LALPA has addressed the issue of improving upon faculty members’ instructional math practices and strategies through its Professional Development Program. As part of these efforts, LALPA teachers have been provided training on mathematical mindsets from the Stanford Center for Professional Development. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 4   * Professional Development (5863, 5200) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 4   * Professional Development (5863, 5200) |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | LALPA has fully implemented the three actions associated with this goal. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The implementation of these actions has had some positive effect on the goal’s metrics. A perspective concerned only with proficiency does not show any improvement: LALPA did not achieve the expected percentage of students performing at grade-level norms in math nor the percentage of students expected to meet or exceed math state standards on CAASPP. However, benchmark data concerned with growth indicates progress on the part of students with LALPA exceeding the percentage of students expected to meet their math growth targets in NWEA. These data suggest that LALPA’s actions have been effective in supporting student math development with room remaining to reach grade-level standards. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| 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. | Based on its analysis, LALPA has changed Action 2 and Action 3 of this goal. First, the new LCAP has broadened Action 2 to allow math intervention programs beyond ST Math. Action 3 in the new LCAP aligns to the school’s plans to the PD Program’s recent transition to a PLC model. The action now widens the scope of training expected to issues beyond using core math curricula, allowing teachers greater discretion to identify and address their math instruction needs. Changes to the goal as a result of stakeholder input are discussed on p. 47. |

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| [**Stakeholder Engagement**](#Instructions_SE_StakeholderEngagement) | |
| LCAP Year | 2017–18  2018–19  2019–20 |
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| 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? | |
| To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALPA’s students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALPA’s commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, Children’s Progress of Academc Assessment, unit summative assessments, and LALPA’s intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school’s developing plans.  While administrators have received input during these sessions with faculty, LALPA has established other formal opportunities for teachers to provide their input. LALPA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALPA has also regularly surveyed its faculty on various topics ranging from student discipline to LALPA’s professional development program. Teachers have continued to hold reserved seats on LALPA’s School Site Council, English Learner’s Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to LALPA’s Executive Director, who maintains an open door policy and has hosted listening forums with the faculty. LALPA also conducts an annual survey of its faculty explicitly aligned to the LCAP. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.  Similar practices governed how LALPA involved other stakeholders. For parents and community members, LALPA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school’s Board of Directors as well as all meetings of the school’s various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, LALPA engages in regular communications with families to update them on their students and the school as a whole, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALPA sees its families as important partners and regularly invests in development of these relationships. As a result, students’ teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school’s Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed. Like the school’s faculty, families also have regular access to LALPA’s Executive Director. In addition to a number of open forums for families, she has hosted a monthly parent book club that aims to develop parent leadership and capacity but has also served as an opportunity for the Executive Director to solicit and receive deeper feedback in a more personal (and less intimidating ) environment. As with faculty, LALPA has also conducted a survey explicitly aligned to the LCAP for families. LALPA also provides an avenue for students to express their voice, supporting a student leadership group. In addition to planning school events and fundraisers, this group voices and champions student initiatives and interests under the guidance of a faculty advisor, who has regular established communication channels with school administrators. | |
| IMPACT ON LCAP AND ANNUAL UPDATE | |
| How did these consultations impact the LCAP for the upcoming year? | |
| The consultations above have impacted the 2018-2019 LCAP in significant ways. On one hand, they have affirmed the LCAP’s goals and general actions the school has planned to take. However, stakeholder input has also taken an active part in shaping the current LCAP, impacting the action plans for all of the school’s five goals.  Stakeholder input has led to a number of changes to Goal 1, which is focused on the delivery of LALPA’s standards-aligned dual language instructional program. First, feedback from teachers on the need for social studies curriculum has resulted in the addition of an item directing purchase of these materials (item 3) to Action 1, which focuses on LALPA’s instructional materials. Input from teachers has also led to two item additions to the school’s professional development plans in Action 2 of this goal. Stakeholder consultations revealed a need to more clearly identify the principles and programmatic elements of the dual language program for teachers (particularly new hires) and LALPA has included plans to provide this support (item 4). Also in response to more specific concerns about new faculty members, LALPA has also included an item calling for more support structures for new teachers (item 5). Similarly, the school added measures to ensure equitable access to educational technology (item 11) to Action 3’s technology plans at the request of teachers. Lastly, consultations revealed concerns about safety and supervision from all stakeholders, which has resulted in the addition of item 5 to Action 5, which focuses on personnel. The new item calls for LALPA to employ campus security aides.  During consultations, stakeholders expressed interest in improving the physical and social state of the school, which have impacted the shape of Goal 2 and its planned actions in the new LCAP. First, stakeholder concerns about campus have resulted in the addition of item 5, which calls for improvements in the identification and reporting of maintenance issues, to Action 1 of the goal. Similarly, stakeholder desire to see improvements in school communications have resulted in a new item expecting an increase in the ways families and other stakeholders can give feedback like the installation of comment boxes in school front offices and a comment option on the LEA website to Action 2 (item 7). In response to stakeholders’ interests in better meeting the needs of the student as a whole child, LALPA has also made changes to Actions 4 and 5. To Action 4, LALPA has added action item 3, which seeks to increase non-athletic extracurricular activities and programing in the arts for students, and item 4, which seeks to support greater student access to healthcare services through referrals and collaborations with community service groups. Similarly, LALPA has included items to Action 5 to convene a committee focused on improving school food options (item 2) and regularly solicit input about school lunch program (item 3) in response to stakeholder feedback.  Though stakeholder consultations affected the final shape of the last three goals in the new LCAP, they have had less impact than on the first two goals. In response to the need for greater centralized information on EL students, LALPA has added an item calling for the creation of “reclassification portfolios” to Action 1 of Goal 3, which focuses on significant subpopulation data (item 4). In response to a need to build more positive associations and relationships with reading and math for students, LALPA has added analogous actions to Goals 4 and 5. Each now includes plans calling for programs of activities and events that promote literacy (Action 4 of Goal 4) and math (Action 4 of Goal 5). | |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| **[Goal 1](#Instructions_GAS_Goal)** | Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards within the framework of a two-way Spanish-English dual language program | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they are ready for future academic success. The dual language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like LALPA’s while also allowing the school to build upon the academic skills students may already have in Spanish. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| CAASPP ELA\* | 27% | | 29% | 38% | 48% |
| CAASPP Math\* | 23% | | 41% | 51% | 61% |
| Proficient or advanced in Standards-based Test in Spanish | 20% | | 24% | 28% | 32% |
| ACT projection: Reading \*\* | 18% | | 22% | 26% | 30% |
| ACT projection: Math\*\* | 8.8% | | 13% | 17% | 21% |

\* Projections for future years drawn from LALPA Charter Renewal Petition 2016

\*\* ACT projection: percent on track to score 22 or greater on ACT, drawn from “Projected Proficiency Summary Report” in NWEA Map Reports

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to)   1. Wonders/Maravillas 2. Go Math! 3. investigating purchase of social studies curriculum 4. purchasing science materials and investigating adoption of new curriculum | | | | | | Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to):   1. Wonders/Maravillas 2. Go Math! 3. Purchase social studies curriculum | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $62,039 | | | | Amount | | $42,064 | Amount | $43,324 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) | | | | Budget Reference | | * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include, but not be limited to:   1. Continued ELA/ELD and SLA Wonders/Maravillas training 2. Continued Go Math training for both the physical and digital curriculum. 3. Google Educator Level 1 training 4. NGSS Training 5. CA History-Social Sciences Rollout Training 6. Depth and complexity PD 7. PD on Kagan strategies | | | | | | Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):   1. further implementation of the principles of Professional Learning Communities (PLC) 2. supporting Google Educator certifications for teachers 3. supporting PLC’s appropriately-aligned requests for PD and conference attendance 4. developing a support program for new faculty specific to teaching at LALA (in addition to BTSA) 5. PD and support on implementation of the dual language program | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $70,749 | | | | Amount | | $44,165 | Amount | $45,500 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Travel & Conferences (5200) * Consultants – Instructional (5815) * Professional Development (5863) | | | | Budget Reference | | * Travel & Conferences (5200) * Consultants – Instructional (5815) * Professional Development (5863 | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills students need to access the CCSS, including (but not limited to)   1. the implementation of a technology skills scope and sequence plan 2. the upkeep and purchase of hardware and infrastructure 3. the use of CAASPP interim assessments 4. the purchase of hardware security/loss prevention measures 5. payment for internet services 6. payment for firewall and cache services 7. BrainPop 8. Achieve3000 9. Keyboarding Without Tears 10. ST Math 11. Raz Kids | | | | | | Maintain the technology and digital resources that will allow LALPA to differentiate instruction develop students’ 21st Century skills and meet state standards. This will include (but not limited to):   1. use of CAASPP interim assessments 2. implementation of a technology skills scope and sequence plan 3. upkeep and purchase of hardware and infrastructure 4. payment for internet services 5. payment for firewall and cache services 6. BrainPop licenses 7. Achieve3000 8. ST Math 9. Raz Kids 10. Keyboarding Without Tears 11. Creating measures to ensure equitable access to technology | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $47,039 | | | | Amount | | $68,230 | Amount | $70,276 |
| Source | | LCFF All Resources | | | | Source | | LCFF All Resources | Source |  |
| Budget Reference | | * Non capitalized Equipment (4410) * Educational Software (4320) * Technology Services (5887) | | | | Budget Reference | | * Non capitalized Equipment (4410) * Educational Software (4320) * Technology Services (5887) | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):   1. the administration of NWEA MAP assessments 2. the administration of Children’s Progress of Academic Achievement 3. the maintenance of a student information system 4. alignment of grade book to mastery grading 5. examination of Achieve3000 data 6. examination of CELDT/ELPAC data 7. examination of CAASPP summative and interim data | | | | | | Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system, this action will include (but not be limited to) analyzing:   1. NWEA MAP assessments 2. CPAA assessments 3. Achieve3000 data 4. CELDT/ELPAC data 5. CAASPP summative and interim data | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $ 11,439 | | | | Amount | | $9,386 | Amount | $9,500 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessments (5878) * Student Information System (5881) | | | | Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessments (5878) * Student Information System (5881) | Budget Reference |  |

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| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. paying certificated employees’ salaries 2. paying classified employees’ salaries 3. providing eligible employees’ their contracted benefits 4. continue collective bargaining of competitive teacher contracts | | | | | | Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. paying certificated employees’ salaries 2. paying classified employees’ salaries 3. providing eligible employees’ their contracted benefits 4. continue collective bargaining of competitive teacher contracts 5. adding campus security aides to staff | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $3,221,207 | | | | Amount | | $3,405,007 | Amount | $3,507,157 |
| Source | | LCFF, Special Education-3310,6500; Title I - 3010 | | | | Source | | LCFF, Special Education-3310,6500; Title I – 3010  Include all restricted sources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | | | | Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **6** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s homeroom teacher, family and other service providers to ensure healthy academic, social and emotional development. Each student’s MTSS team will secure intervention and enrichment as necessary and provide general guidance. This will include (but not be limited to):   1. securing intervention and enrichment as necessary 2. securing counseling services (e.g. VIP, school counselor) 3. college field trips 4. implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD 5. providing college and career counseling, workshops, fairs and outreach 6. using of Ripples Effects for behavior support | | | | | | Develop components within the school’s multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students. This will include (but not be limited to):   1. securing intervention and enrichment as necessary 2. programming that promotes college awareness and attendance 3. implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount include in Goal 1 Action 5,2 | | | | Amount | | Amount include in Goal 1 Action 5,2 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Activities (5877) | | | | Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Activities (5877 | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| **Goal 2** | Provide a safe and supportive schooling experience that attends to the social and emotional development of students and the role of their families in this growth | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Research indicates that students’ social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| ADA | 95% | | 95% | 95% | 95% |
| Suspension rate | < 1% | | < 1% | < 1% | < 1% |
| Expulsion rate | 0% | | 0% | 0% | 0% |
| Health Department inspections | 84 | | > 89 | > 89 | > 89 |
| Fire Department inspections | Not pass | | Pass | Pass | Pass |
| LALA is safe: Parent survey | 98.7% | | 95% | 95% | 95% |
| LALA supports health and well-being: Parent survey | 96.7% | | 95% | 95% | 95% |
| LALA supports socio-emotional development: Parent survey | 84% | | 95% | 95% | 95% |
| LALA supports VAPA: Parent survey | 94.6% | | 95% | 95% | 95% |
| LALA supports extracurricular activities: Parent survey | 83.1% | | 95% | 95% | 95% |

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. leasing the school’s campus 2. creating a safety committee that governs the comprehensive school safety plan 3. conducting monthly safety drills 4. conducting regular walk-throughs and site inspections 5. providing shade for playground 6. replacing ground cover for playground 7. Red Cross Emergency Preparedness PD for administrative designee | | | | | | Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. leasing the school’s campus 2. evaluating the school’s comprehensive safety plan 3. conducting monthly safety drills 4. conducting regular walk-throughs and site inspections 5. refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $468,667 | | | | Amount | | $459,003 | Amount | $472,773 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | | | | Budget Reference | | * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Implement a program of parent and community outreach that solicits feedback and participation as well as provide services, training or information. This will include (but not be limited to):   1. the continued use of electronic communication systems (e.g. Parent Square, Facebook) 2. an update of the LEA website 3. conducting annual stakeholder surveys 4. hosting regular monthly stakeholder (e.g. “Coffee with the Principal”) 5. assisting families in need with school uniforms 6. providing family services through community partners (e.g. VIP Services and Barrio Action for counseling; legal services; health; etc.) 7. host community service, outreach, and recruiting (e.g. Fall Festival, Community Block Party) | | | | | | Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to):   1. use of electronic communication systems (e.g. Parent Square, Facebook) 2. conducting annual stakeholder surveys 3. hosting regular stakeholder meetings and forums (e.g. “Coffee with the Principal”) 4. assisting families in need with school uniforms 5. providing family services through community partners (e.g. VIP Services, Barrio Action) 6. hosting community service, outreach, and recruiting events (e.g. Fall Festival, Community Block Party) 7. increasing ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $5,272 | | | | Amount | | $2,486 | Amount | $2,500 |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Uniforms (4350) * Family Outreach (5807) | | | | Budget Reference | | * Uniforms (4350) * Family Outreach (5807 | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):   1. school-wide monthly recognition assemblies for attendance, behavior, and academics 2. PBIS events (e.g. ice cream socials) 3. continue “Caught Being Good” PBIS program 4. providing parenting workshops as an alternative to suspension 5. using mini-courses | | | | | | Refine LALPA’s PBIS systems and alternatives to suspension as a component of the school’s MTSS plans (to complement the academic focus of Action 6 of Goal 1). This will include (but not be limited to) supporting:   1. a program of PBIS rewards and recognitions for meeting expectations 2. begin self-study aimed at expanding the number of alternatives to suspension available to the school (e.g. use of Saturday School) 3. activities of the student leadership group 4. activities (like standards-aligned field trips) that build enthusiasm for learning | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $15,000 | | | | Amount | | $37,100 | Amount | 37,100 |
| Source | | LCFF All Resources, Donation | | | | Source | | LCFF All Resources, Donation | Source |  |
| Budget Reference | | Student Activities (5877) | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide access to services and programs that support students’ socio-emotional health and development through students’ MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development’s (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):   1. expansion of the athletic/sports program 2. providing an after-school youth program 3. PD for teachers on classroom management, trauma-informed approaches, de-escalation 4. monthly parent workshops by Barrio Action 5. sex health education for 5th graders and their parents by Reality Check | | | | | | Refine services and programs that support students’ socio-emotional health and development through students’ MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD’s WSCC approach. This will include (but not be limited to):   1. providing an after-school youth program 2. parent workshops by Barrio Action and other providers 3. increased non-athletic extracurricular activities and programing in the arts 4. supporting student access to healthcare services (e.g. referrals to providers) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $112,500 | | | | Amount | | $122,850 | Amount | 122,850 |
| Source | | ASES 6010 | | | | Source | | ASES 6010 | Source |  |
| Budget Reference | | * ASES (4352) | | | | Budget Reference | | ASES (4352) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. surveying students regarding food preferences | | | | | | Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. surveying students regarding food preferences 2. convening a committee that includes student voice and explores different food vendor options 3. survey stakeholder satisfaction with food in following LCAP input processes | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $358,864 | | | | Amount | | $358,865 | Amount | 358,865 |
| Source | | Nutrition Program 5310 | | | | Source | | Nutrition Program 5310 | Source |  |
| Budget Reference | | Student Food Services (4710) | | | | Budget Reference | | Student Food Services (4710) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 3**](#Instructions_GAS_Goal) | Close the achievement gap between students from significant subpopulations (e.g. EL, Latino, SPED and socioeconomically disadvantaged students) and the general population | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | LALPA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| EL score on CAASPP ELA | 16% | | 24% | 35% | 40% |
| Low income score on CAASPP ELA | 25% | | 29% | 38% | 48% |
| SPED score on CAASPP ELA\* | 21% | | 26% | 31% | 36% |
| Latino score on CAASPP ELA | 28% | | 29% | 38% | 48% |
| EL NWEA met growth projection: Reading | 21% | | 25% | 29% | 33% |
| Low income NWEA met growth projection: Reading | 25% | | 29% | 33% | 37% |
| SPED NWEA met growth projection: Reading | 30% | | 34% | 38% | 42% |
| Latino NWEA met growth projection: Reading | 24% | | 28% | 32% | 36% |
| EL NWEA met growth projection: Language | 18% | | 22% | 26% | 30% |
| Low income NWEA met growth projection: Language | 20% | | 24% | 28% | 32% |
| SPED NWEA met growth projection: Language | 17% | | 21% | 25% | 29% |
| Latino NWEA met growth projection: Language | 22% | | 26% | 30% | 34% |
| EL reclassification rate | 4% | | 13% | 16% | 18% |
| EL score on CAASPP Math | 17% | | 32% | 40% | 47% |
| Low income score on CAASPP Math | 23% | | 41% | 51% | 61% |
| SPED score on CAASPP Math\* | 11% | | 16% | 21% | 26% |
| Latino score on CAASPP Math | 24% | | 42% | 52% | 62% |
| EL NWEA met growth projection: Math | 28% | | 32% | 36% | 40% |
| Low income NWEA met growth projection: Math | 29% | | 33% | 37% | 41% |
| SPED NWEA met growth projection: Math | 30% | | 34% | 38% | 42% |
| Latino NWEA met growth projection: Math | 28% | | 32% | 36% | 40% |

NOTE: All projections for future years drawn from 2016 LALPA Charter Renewal Petition, which provide benchmarks through the 2020-2021 school year

\* No projections provided in latest charter petition

|  |
| --- |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Monitor academic progress of significant subpopulations (including RFEPs) through students’ MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):   1. individual conferences with student’s advisors 2. monitoring by the Director of Student Services 3. examining available subgroup data from digital programs | | | | | | Monitor academic progress of significant subpopulations (including RFEPs) through students’ MTSS teams. This will include (but not be limited to):   1. individual conferences with student’s advisors 2. monitoring by the Director of Student Services 3. examining available subgroup data from digital programs 4. creation of portfolios that track EL students’ progress toward reclassification against set criteria | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 4 | | | | Amount | | Amount included in Goal 1, Action 4 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessment (5878) | | | | Budget Reference | | * Certificated salaries (1000) * Professional Development (5863,5200) * Student Assessment (5878) | Budget Reference |  |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):   1. BrainPop ESL 2. ST Math 3. Achieve3000 4. Raz Kids | | | | | | Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):   1. ST Math 2. Achieve3000 3. Raz Kids | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 3 and 5 | | | | Amount | | Amount included in Goal 1, Action 3 and 5 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1100) * Educational Software (4320) * Technology Services (5887) | | | | Budget Reference | | * Certificated salaries (1100) * Educational Software (4320) * Technology Services (5887) | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):   1. continuation of a RTI Tier 3 pullout program for ELA 2. in-class Tier 2 support for math and ELA | | | | | | Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):   1. continuation of a RTI Tier III pullout program for ELA 2. in-class Tier II support for math and ELA | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal1, Action 5 | | | | Amount | | Amount included in Goal1, Action 5 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1100) * Classified salaries (2100) | | | | Budget Reference | | * Certificated salaries (1100) * Classified salaries (2100) | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. PD for instructional aides to support SPED students 2. CELDT and reclassification workshops for parents | | | | | | Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. PD for instructional aides to support SPED students 2. ELPAC and reclassification workshops for parents and stakeholders | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2 | | | | Amount | | Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2 | Amount |  |
| Source | | LCFF, Special Education 6500 | | | | Source | | LCFF, Special Education 6500 | Source |  |
| Budget Reference | | * Classified salaries (2100) * Professional Development (5863,5200) * Family Outreach (5807) | | | | Budget Reference | | * Classified salaries (2100) * Professional Development (5863,5200) * Family Outreach (5807 | Budget Reference |  |

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| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. conduct of Modified Consent Decree meetings 2. PD for teachers on IEPs and servicing SPED students | | | | | | Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. conduct of Modified Consent Decree meetings 2. PD for teachers on IEPs and servicing SPED students | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount include in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2 | | | | Amount | | Amount include in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2 | Amount |  |
| Source | | LCFF, Special Education (6500) | | | | Source | | LCFF, Special Education (6500) | Source |  |
| Budget Reference | | Professional Development (5863,5200) | | | | Budget Reference | | Professional Development (5863,5200) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 4**](#Instructions_GAS_Goal) | Increase student literacy as measured by the CCSS | | | | |
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| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| At or above grade norm level RIT: NWEA Language\* | 23% | | 27% | 31% | 35% |
| Met growth target: NWEA Language\*\* | 22% | | 26% | 30% | 34% |
| At or above grade norm level RIT: NWEA Reading\* | 18% | | 22% | 26% | 30% |
| Met growth target: NWEA Reading\*\* | 23% | | 27% | 31% | 35% |
| Projected to meet or exceed ELA CAASPP\*\*\*\* | 14.4% | | 19% | 23% | 27% |

* Data extracted from

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue to provide academic ELA support in class and through a pullout RTI class. | | | | | | Continue to provide academic ELA support in class and through a pullout RTI class. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 1, 4, and 5 | | | | Amount | | Amount included in Goal 1, Actions 1, 4, and 5 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Professional Development (5863,5200) * Instructional Materials & Supplies (4325) | | | | Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Professional Development (5863,5200) * Instructional Materials & Supplies (4325) | Budget Reference |  |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Professional development on the continued implementation of the ELA curriculum, Wonders/Maravillas. | | | | | | Ensure that LALPA’s PD Program and PLCs address the improvement of general literacy instruction and the use of the school’s ELA curricula, in particular. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal1, Action 4 | | | | Amount | | Amount included in Goal1, Action 4 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | Professional Development (5863, 5200) | | | | Budget Reference | | Professional Development (5863, 5200) | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | | | | | | Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 3, 4, and 5 | | | | Amount | | Amount included in Goal 1, Actions 3, 4, and 5 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Educational Software (4320) * Student Assessments (5878) | | | | Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Educational Software (4320) * Student Assessments (5878) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
|  | | | | | | Conduct a program of events and activities promoting literacy. This will include (but not be limited to):   1. Recognizing reading and language performances and growth on significant assessments 2. Competitions based on literacy activities | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | |  | | | | Amount | | Amount include in Goal 1, Action 3 | Amount |  |
| Source | |  | | | | Source | | LCFF, Donation | Source |  |
| Budget Reference | |  | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 5**](#Instructions_GAS_Goal) | Increase math performance and ability as measured by the CCSS | | | | |
| **Empty Cell** | | | | | |
| **l** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| At or above grade norm level RIT: NWEA Math\* | 28% | | 32% | 36% | 40% |
| Met growth target: NWEA Math\*\* | 29% | | 33% | 37% | 41% |
| Projected to meet or exceed Math CAASPP\*\*\*\* | 12.8% | | 17% | 21% | 25% |

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue to provide academic math support through in-class intervention periods and after school tutoring | | | | | | Continue to provide academic math support through in-class intervention periods and after school tutoring | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 1 and 5 | | | | Amount | | Amount included in Goal 1, Actions 1 and 5 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Instructional Materials & Supplies (4325) | | | | Budget Reference | | * Certificated salaries (1000) * Instructional Materials & Supplies (4325) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue use of ST Math as digital resource for math intervention | | | | | | Continue use of digital resources like ST Math for math intervention | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal1, Action 3 | | | | Amount | | Amount included in Goal1, Action 3 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Educational Software (4320) | | | | Budget Reference | | * Educational Software (4320) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continued PD on effective math practices and instructional strategies | | | | | | Ensure that LALPA’s PD Program and PLCs address the improvement of general math instruction and the use of the school’s math curricula, in particular. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 4 | | | | Amount | | Amount included in Goal 1, Action 4 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | Professional Development (5863,5200) | | | | Budget Reference | | Professional Development (5863,5200) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
|  | | | | | | Conduct a program of events and activities promoting math. This will include (but not be limited to):   1. Recognizing math performances and growth on significant assessments 2. Competitions based on math skills and thinking | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | |  | | | | Amount | | Amount include in Goal 1, Action 3 | Amount |  |
| Source | |  | | | | Source | | LCFF, Donation | Source |  |
| Budget Reference | |  | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**Demonstration of Increased or Improved Services for Unduplicated Pupils**](#Instructions_DemIncreasedImproved) | | | | |
| LCAP Year | 2017–18  2018–19  2019–20 | | | |
|  | | | | |
| [Estimated Supplemental and Concentration Grant Funds:](#Instructions_DII_EstSCFunds) | | $ 938,309 | [Percentage to Increase or Improve Services:](#Instructions_DII_PercentIncImprServices" \o "Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). Consistent with the requirements of 5 CCR 15496...) | 32.41% |
| 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](#Instructions_DemIncreasedImproved)). | | | | |
| While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school’s adopted instructional strategies and the rationale for the school’s dual language Spanish immersion program are geared toward addressing the academic needs and motivation LALPA’s unduplicated pupils. In addition, the school has explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students’ zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides to provide additional academic support to unduplicated students; LALPA also increases the number of instructional minutes in the form of a pullout intervention program to support these students, who generally struggle more than the general population. Lastly, the school plans to further develop a program aligned to the principles of multi-tiered system of support and ASCD’s “whole school, whole community, whole child” framework to better meet the needs of unduplicated students. As a collaborative effort among each student’s advisors, teachers, administrators, and parents, each advisory actively seeks to address the challenges and barriers to success unduplicated students face. These increases and improvements are encapsulated in the actions of Goal 3. Similarly, the principal impetus of the school’s establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests those traditional forms of discipline and behavior management result in negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school’s efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meal are principally directed at helping the school’s low income immigrant students and their families. These increases and improvements are encapsulated in Actions 2, 3, and 4 of Goal 2. | | | | |

**Local Control and Accountability Plan and Annual Update Template Instructions**

**[Addendum](#Check3)**

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

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

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

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

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

*For questions related to specific sections of the template, please see instructions below:*

**Instructions: Linked Table of Contents**

[Plan Summary](#Instructions_PlanSummary)

[Annual Update](#Instructions_AU)

[Stakeholder Engagement](#Instructions_SE_StakeholderEngagement)

[Goals, Actions, and Services](#Instructions_GAS)

[Planned Actions/Services](#Instructions_PAS)

[Demonstration of Increased or Improved Services for Unduplicated Students](#Instructions_DemIncreasedImproved)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.*

**[Plan Summary](#DOC_PlanSummary)**

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

**[Budget Summary](#DOC_BudgetSummary)**

The LEA must complete the LCAP Budget Summary table as follows:

* **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* *(*[*http://www.cde.ca.gov/fg/ac/sa/*](http://www.cde.ca.gov/fg/ac/sa/)*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
* **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
* **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
* **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

**[Annual Update](#DOC_AU)**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s\* approved LCAP. Minor typographical errors may be corrected.

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

**[Annual Measurable Outcomes](#DOC_AU_AnnualMeasOutcomes)**

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

**[Actions/Services](#DOC_AU_ActionsServices)**

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

[**Analysis**](#DOC_AU_Analysis)

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

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

**[Stakeholder Engagement](#DOC_SE_StakeholderEngagement)**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**[Goals, Actions, and Services](#DOC_GAS)**

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

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

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

**New, Modified, Unchanged**

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

[**Goal**](#DOC_GAS_Goal)

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

**[Related State and/or Local Priorities](#DOC_GAS_StateLocalPriorities)**

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#State_Priorities))

**[Identified Need](#DOC_GAS_IdentifiedNeed)**

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

**[Expected Annual Measurable Outcomes](#DOC_GAS_ExpectedAnnMeasOutcomes)**

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

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

**[Planned Actions/Services](#DOC_PAS)**

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

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

**[Students to be Served](#DOC_PAS_StudentsToBeServed)**

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

**[Location(s)](#DOC_PAS_Locations)**

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

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

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

**[Students to be Served](#Doc_PAS_IIS_StutobeServed)**

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

**[Scope of Service](#DOC_PAS_IIS_ScopeServices)**

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

* If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
* If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
* If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

**[Location(s)](#DOC_PAS_IIS_Locations)**

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

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

**[Actions/Services](#DOC_PAS_ActionsServices)**

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

**New/Modified/Unchanged:**

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

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

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

**[Budgeted Expenditures](#DOC_PAS_BudgetedExpenditures)**

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

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

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

**[Demonstration of Increased or Improved Services for Unduplicated Students](#DOC_DemonstrationIncreaseImprove)**

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

**[Estimated Supplemental and Concentration Grant Funds](#DOC_EstSCFunds)**

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

**[Percentage to Increase or Improve Services](#DOC_PercentageIncreaseImprove)**

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

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

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

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

* For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
* For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most** **effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

[**State Priorities**](#Instructions_GAS_StateLocalPriorities)

**Priority 1: Basic Services** addresses the degree to which:

1. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
2. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
3. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

1. The implementation of state board adopted academic content and performance standards for all students, which are:
   1. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   2. Mathematics – CCSS for Mathematics
   3. English Language Development (ELD)
   4. Career Technical Education
   5. Health Education Content Standards
   6. History-Social Science
   7. Model School Library Standards
   8. Physical Education Model Content Standards
   9. Next Generation Science Standards
   10. Visual and Performing Arts
   11. World Language; and
2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

1. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
2. How the school district will promote parental participation in programs for unduplicated pupils; and
3. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

1. Statewide assessments;
2. The Academic Performance Index;
3. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
4. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
5. The English learner reclassification rate;
6. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
7. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

1. School attendance rates;
2. Chronic absenteeism rates;
3. Middle school dropout rates;
4. High school dropout rates; and
5. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

1. Pupil suspension rates;
2. Pupil expulsion rates; and
3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

1. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
2. Programs and services developed and provided to unduplicated pupils; and
3. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

1. Working with the county child welfare agency to minimize changes in school placement
2. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
3. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
4. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

1. Local priority goals; and
2. Methods for measuring progress toward local goals.

[**APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**](#Check3)

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

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

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

[**APPENDIX B:** **GUIDING QUESTIONS**](#Check3)

**Guiding Questions: Annual Review and Analysis**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Guiding Questions: Stakeholder Engagement**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupilsidentified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils,related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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