

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Village Charter Academy

Contact Name and Title

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# 2017-20 Plan Summary

## THE STORY

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

Village Charter Academy (VCA) was developed by two veteran teachers who wanted to focus on skillful implementation of the Core Knowledge curriculum. VCA opened in 2014 with 138 students in grades TK-5 and grew to 158 students over the first year. In its third year of operation, VCA serves 252 students. The school serves an impacted population: approximately 82 percent of the school's students are eligible for the Free and Reduced Price Meal program, 40 percent are classified as English Learners, and 17 percent are receiving special education services. VCA's board of directors and staff include a core of experienced team members. The school's team has developed a highly engaging program that includes a focus on arts education and fully included special education students that is succeeding in raising overall student achievement.

Village Charter Academy currently has 20 Transitional Kindergarten, 50 Kindergarten, 50 1<sup>st</sup> grade, 44 2<sup>nd</sup> grade, 51 3<sup>rd</sup> grade, 20 4<sup>th</sup> grade, and 19 5<sup>th</sup> grade students. The school serves a population of 80.56% Hispanic, 9.52% White, and 3.97% African American 3.57% Asian, 1.59% Pacific Islander, and .79% Other. Forty percent of the students are English Learners. The student population is 51.19% female and 48.81% male. Seventeen percent of our students receive special educational services.

Village Charter Academy's students learn skills and knowledge through our content rich curriculum, called Core Knowledge. It is aligned to the Common Core Standards, and is based on a comprehensive framework, which includes an emphasis in studies of science, world cultures, ancient civilizations, U.S. history, poetry, literature, mathematics and the arts. Specific topics are taught in each content area beginning in Kindergarten, with each concept spiraling and deepening as students progress through the grade levels each year. All subjects are presented in an integrated and differentiated instructional model, providing support for the learning needs of all students. Special Education students are fully integrated at every grade level in a inclusion model where students of varying abilities learn alongside their peers supported by a fully developed intervention system. Building reading skills through content builds a foundation of vocabulary and concepts that prepare students for deeper study in middle school and beyond. There is a strong emphasis on the arts at Village, with arts instruction integrated into the daily instructional program.

## LCAP HIGHLIGHTS

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

The key features of this year's LCAP is to provide needed PD, student attendance and parent involvement, ensure student access to resources and support subgroups with the implementation of the ELPAC, and the holding of mandated meetings to keep parents involved.

## 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

Overall, the greatest successes are VCA's growth in Mathematics, and the significant improvement in the performance of English Learners in both ELA and Mathematics. Our students perform better the longer they attend VCA, as evidenced by the growth over time data. Third graders in 2015 improved significantly in 2016 in ELA, from 24% to 47%, and in Math from 18% to 26%. English Learners increased significantly, from 7% to 35% meeting or exceeding in ELA, and from 0% to 28% meeting or exceeding in Math. Hispanic or Latino students increased 6% in Math and Students who are socioeconomically disadvantaged increased dramatically in Math (from 16% to 47%). The California Charter Schools Association Families Academic Accountability Report Card identified Village Charter Academy as performing above schools serving similar students statewide.

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

Based on performance on the SBAC, VCA has identified the area to improve in is ELA. VCA saw a five point drop overall in ELA from 33% to 27%. While there was a drop in the overall score for ELA, individual scores showed growth. Thirty-eight percent of students that tested in 2016 are students with disabilities. While these students are showing growth by multiple measures, they have not been attending long enough to overcome challenges. The testing grades had a small number of students testing, so percentages are higher for individual students, especially when comparing to a large school district.

Based on Internal Benchmarks, VCA has determined that more targeted interventions are needed for students to be able to maintain or achieve higher levels of proficiency as they progress through the year in ELA. Students taking the ELA benchmarks showed growth from the beginning to the end of the year in their scaled scores, but

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

Based on internal evaluation of the SBAC, we have identified performance gaps for our SPED and English Learners. The California Dashboard does not indicate performance gaps due to the small number of students tested in each subgroup resulting in results not

being made public.

**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.

The focus for VCA is to continue to evaluate the program implementation to assure student are receiving needed skills to increase achievement. In addition to this, VCA has identified a need to structure targeted intervention and small group support. To address this need, VCA has added a "small group advisor" component to our DIBELS program that will facilitate grouping, provide additional intervention strategies and includes parent communication supports.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,247,746
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$455,016

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.

The largest amounts of the LCFF money not included in the LCAP are used for rent, the remainder of salaries and benefits, special education contractors and encroachment costs paid to the district, and other contract services (school website, SIS, back office provider).

\$2,636,048

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Goal 1: Students will increase proficiency in Core Content Areas.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Students will:

- A. Participate in School-Wide Benchmarks and state assessments and will increase overall performance.
- B. CELDT-63% of students will increase by 1 level from previous year. School will increase redesignation rate from previous year.
- C. Have access to CCSS Curriculum and supplemental Materials

#### ACTUAL

A. Students participated in School- Wide Benchmarks and State Assessments. Assessments results show the following:

Comparing initial and final STAR Math Benchmarks- School wide showed a gain of 2%, Low Socio-economic gained 2% and Hispanics gained 4%

Comparing initial and final STAR Reading Benchmarks- School wide showed a gain of 4%, Low Socio-economic gained 4% and Hispanics gained 3%

Comparing initial and final DIBELS Benchmarks showed a school wide decrease of 11%, although individual students showed growth within their scaled score.

SBAC comparison from 14-15 to 15-16 **Math +7, ELA -5**

B. 66.1 % of students increased 1 level from the previous year. School redesignation rate increased to 15% from the previous year.

C. All students have access to CCSS Curriculum.

**ACTIONS / SERVICES**

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

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. School Wide Benchmarks: 1. Students will be assessed using DIBELS 3 times a year. 2. Implement and evaluate effectiveness of school wide benchmark for math. 3. Maintain and evaluate reports to monitor student progress and provide interventions.</p>	<p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. The students were assessed on DIBELS in September and January and will be assessed again in May.</li> <li>2. Teachers gave the Star Math Benchmark and school admin met with teachers to evaluate results.</li> <li>3. Teachers maintain Intervention Binders that monitor student progress and intervention.</li> </ol>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Teacher Assistants providing intervention and support to Low Income Pupils and English Learners - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$64,000          Benchmarking (DIBELS and STAR) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$61,879          5000-5999 Services and Other Operating Expenses - LCFF Base: \$9,774</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. CELDT: 1. EL Students will take the CELDT 2. Teachers will use ELD Rubric to grade students. 3. Teachers will integrate the ELD Standards into daily instruction.</p>	<p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. All English Learners took the CELDT tests.</li> <li>2. The teachers use the English Language Development rubric based on the Common Core Standards to grade ELs at each reporting period.</li> <li>3. Teachers integrate ELD standards which align to ELA Common Core State Standards. This is documented in their lesson plans.</li> </ol>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Teacher Assistant support to administer CELDT - 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,000          Approx 15% of teacher time (11 teachers) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$79,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>2000-2999 Classified Salaries - LCFF S &amp; C: \$2,000          1000-1999 Certificated Salaries - LCFF S &amp; C: \$88,650</p>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>C. Recruit and retain highly qualified staff. 1. All teachers will be NCLB Qualified. 2. Provide Professional Development on CCSS</p>	<p><b>ACTUAL</b></p> <p>1. All teachers meet the requirements set forth by No Child Left Behind. 2. Teachers have received 4 days of technology training to address 21<sup>st</sup> Century skills.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>CKLA Training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,300</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,200</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>D. Ensure Student/Teacher access to instructional materials including digital, that are aligned to CCSS. 1. Replenish consumable CCSS instructional materials. 2. Supplemental CCSS materials</p>	<p><b>ACTUAL</b></p> <p>1. All consumable materials were replenished for the 16-17 school year. 2. Teachers have budgets to purchase resources, grades 3-5 have access to mathletics, the school maintains a resource room providing supplemental CCSS materials.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Replenish Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: \$13,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4000-4999 Books and Supplies - LCFF Base: \$12,016</p>

**ANALYSIS**

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

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

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

The actions/services of this goal were implemented. Teacher assistants worked in classrooms to support significant subgroups, implement benchmarks and provide targeted interventions. Collected lesson plans show integration of ELD standards.

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

VCA saw a five point drop overall in ELA at 27%, and a seven point increase overall in Math at 28%. Students exceeded criteria for CELDT. Evaluation of internal data of DIBELS, Star Math and Star Reading in the benchmarks administered showed varied results. In Star Reading and Math students showed growth, both school wide and for Low Socio-Economic and Hispanic Students. This data is based on national percentiles. Students assessed in DIBELS made growth on

their scaled score, but the increased minimum criteria for "On Core" resulted in a school wide drop. The school will continue to support the implementation of targeted intervention and progress monitoring within the DIBELS program through the addition of added features that better facilitate grouping and intervention. This will help to maintain and increase student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Changes in budget expenditures were due to increases/decreases in costs of memberships and salaries.

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.

The main change to this goal is to add additional action steps in the area of intervention to support an increase in student achievement. To support a greater increase in test scores for next year we have provided targeted intervention and began to implement progress monitoring in DIBELS. We also implemented Mathletics as a way to provide targeted math practice.

# Goal 2

Goal 2: Ensure Access to, and Mastery of 21<sup>st</sup> Century Learning Tools, Resources and Skills for all staff and students.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Students will:

A-100% of students will have access to digital resources

B- Teachers will receive training in technology and arts instruction

C- Students will complete technology/art integrated work products and be evaluated using a rubric.

### ACTUAL

A- 100% of students had access to digital resources

B- Teachers received training for the Apple devices and the interactive white board

C- Students in grades 4 and 5 completed technology integrated work products. Students in TK-3 completed Art integrated work products. Rubrics/Checklists were used.



**ACTIONS / SERVICES**

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

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. Promote the use of technology as a means to deliver a rigorous and relevant curriculum aligned to CCSS. 1. Purchase Ipads and Macbooks 2. Teacher Training 3. Determine an alternative ways to communicate digitally with parents to update them on their child.</p>	<p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. All new classrooms have been provided the appropriate Ipads and macbooks to meet the 2:1 goals of school.</li> <li>2. Teachers received Apple training and Mimio training prior to the start of school and additional training in September on the Mimio. Teachers receive</li> <li>3. This goal is in progress/being reviewed. Teachers are piloting an alternative online parent information resource more appropriate to our grade levels and population.</li> </ol>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Apple Training - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$4,500 Purchase Technology for incoming class - 4000-4999 Books and Supplies - LCFF S &amp; C: \$25,000 Apple training teacher pay - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$4,800</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$4,500 4000-4999 Books and Supplies - LCFF S &amp; C: \$38,093 1000-1999 Certificated Salaries - Teacher Effectiveness: \$4,400</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. Teachers will have training in teaching art and art integration into the curriculum.</p>	<p><b>ACTUAL</b></p> <p>Teachers receive on going training in Music. Next steps are to provide PD in the area of Visual Arts.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Outside training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>This money was shifted and used to provide additional technology training. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>C. Implementation of technology/art integrated work product activities: 1. Teacher training on creating and developing project based activities 2. Teacher</p>	<p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. Teachers worked in PLCs to create and develop grade level projects/activities.</li> <li>2. Teachers worked in PLCs to develop technology and</li> </ol>

	development of technology/art integrated work Rubrics	art activities and appropriate grading rubrics and checklists.
<b>Expenditures</b>	<b>BUDGETED</b> Teacher developed projects/rubrics- part of teaching salary. - 1000-1999 Certificated Salaries - LCFF Base: \$5,000	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF Base: \$5,000

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers and students have full access to technology and have received training. Teachers are beginning to integrate art and technology into the curriculum. Ongoing teacher support has ensured continue access to technology for teachers and students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Teachers have increased the use of technology from the 15-16 SY to the 16-17 SY based on formal and informal observations. Students in grades 4 and 5 created work products on computers. Students in all grades used the interactive white boards in their lessons. There is anecdotal evidence of student performing better on skills following practice on their devices.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The major difference in the Budget expenditures was an increase in technology and technology training. This was due to an increased need in devices and teacher training.
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.	The major change in this goal is to continue to develop technology and art based projects with rubrics and checklists.

# Goal 3

Goal 3: School will provide a safe and secure environment for all staff and students.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- A. Improve student attendance from previous year by .5%- 1.0%.
- B. Establish a Board Adopted Independent Study Program.
- C. The School will be clean, safe and functional.
- D. 80% or more of parents will indicate that they are satisfied with the school climate based on surveys

### ACTUAL

- A. School wide attendance rate is 95.42
- B. The Academic Excellence Committee and Director of Instruction is in the process of developing a Board Adopted Independent Study Program.
- C. The school is clean, safe and functional based on the Facility Inspection Tool (FIT)
- D. 99% of parents surveyed indicated satisfaction with the school.

**ACTIONS / SERVICES**

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

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. Promote positive attendances to increase school ADA: 1. Classroom Attendance Incentives 2. Attendance letters sent home to chronically absent students. 3. Implement a tiered system to address truancy and chronic absenteeism.</p>	<p><b>ACTUAL</b></p> <p>1. Classrooms have the following attendance incentives: Class rewards once a goal is reached, each month the class with the highest % of perfect attendance receives class set of smencils, student with perfect attendance receive a perfect attendance dog tag, certificate and monthly prize.</p> <p>2. Attendance letters are sent home to chronically absent students.</p> <p>3. The beginning of a Tiered system was implemented that included teachers and school admin. Targeted students were identified to decrease highest truancy and chronic absenteeism.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Attendance incentives (badges, stencil, certificates) - 4000-4999 Books and Supplies - LCFF Base: \$1,000 Classified time to send out letters - 2000-2999 Classified Salaries - LCFF Base: \$600</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4000-4999 Books and Supplies - LCFF Base: \$1,947 2000-2999 Classified Salaries - LCFF Base: \$600</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. The Director will work with the Academic Excellence committee and Governing Board to create and finalize an Independent Study Program.</p>	<p><b>ACTUAL</b></p> <p>B. The Director of Instruction will present a proposed policy to the school governing board in June 2017.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Legal Fees to review Independent Study Program - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,500 Director of Instruction develop and plan for Independent study - 1000-1999 Certificated Salaries - LCFF Base: \$3,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>This has not been expended at this time. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 1000-1999 Certificated Salaries - LCFF Base: \$3,000</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

	C. A member of the School Health and Safety Committee will use the Facility Inspection Tool (or a local instrument) to measure the school facility.	C. This tool was completed and the school passed all areas.
<b>Expenditures</b>	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
<b>Actions/Services</b>	<b>PLANNED</b> D. Survey the parents each year to assess school climate.	<b>ACTUAL</b> D. The parents were surveyed and rated the school between 98%-100% in all areas.
<b>Expenditures</b>	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	A variety of school attendance incentives were implemented by the Director of Instruction and the classroom teachers. Parents were surveyed about school climate.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The goals were effective in maintaining attendance, but the LEA still needs to investigate ways to increase attendance. The school met the standards under the Facility Inspection Tool.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The only material difference in the expenditures is the cost of legal fees for the Independent Study Policy. These may be expended at a later date if the VCA board feels it is necessary.
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.	These goals and action steps will remain for next year.

# Goal 4

Goal 4: Improve communication and increase parent participation.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- A. Monitor and increase parent involvement and participation.
- B. Hold ELAC/Parent Advisory Committee meetings
- C. 90%-100% of parents will participate in parent conferences.

### ACTUAL

- A. Parent involvement opportunities were increased, with activities taking place on a monthly basis.
- B. Required ELAC/PAC meetings were held.
- C. Parent conference attendance rate was 95%

**ACTIONS / SERVICES**

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

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>A. Promote ongoing parent communication and participation. 1. Sponsor school events throughout the year that involve parents. 2. Survey parents about school activities for parents 3. Monitor and make parents aware of school functions 4. School website, School Newsletter and Curriculum communication</p>	<p><b>ACTUAL</b></p> <p>A.1 The school has sponsored one parent event each month to promote ongoing parent participation.</p> <p>A.2 The Community Partnership will survey parents at the end of the year regarding school activities.</p> <p>A.3 Parents receive monthly overview of upcoming events, reminders are sent home, and sign ins are used to track parent participation.</p> <p>A.4 Monthly Newsletters are sent home and the school website is used to communicate events and meetings</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Planning school events - 1000-1999 Certificated Salaries - LCFF Base: \$3,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999 Certificated Salaries - LCFF Base: \$3,000</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>B. Mandated Meetings for Subgroups: 1. Hold ELAC meetings for parents of English Learners. 2. Hold Parent Advisory meetings for parents Title 1 students. 3. Survey parents to identify ways to increase participation.</p>	<p><b>ACTUAL</b></p> <p>B.1/B.2 The school has held 2 ELAC/Parent Advisory meetings this year and has 1 more schedule for the remainder of the year.</p> <p>B.3 Initial meeting of the year included an agenda item to survey ways to increase participating in ELAC/Parent Advisory meeting.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>C. Parent participation in parent conferences 1. Provide translators for parents 2. Flexible meeting times to accommodate parents 3. Increase attendance until 100%</p>	<p><b>ACTUAL</b></p> <p>C.1 Translators are provided for parents at parent conferences.</p> <p>C.2 Teachers work with parents to schedule parent conferences at a mutually agreed upon time.</p>

		C.3 Parent conference attendance is at 95%.
<b>Expenditures</b>	<b>BUDGETED</b> Translators for conferences - 2000-2999 Classified Salaries - LCFF S & C: \$1,500	<b>ESTIMATED ACTUAL</b> 2000-2999 Classified Salaries - LCFF S & C: \$1,500

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Parents were given opportunities for parent involvement in school activities and parent conferences and were surveyed on school climate.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	This goal was effectively implemented based on the school climate survey.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences in the budget expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The first action/service of this goal was slightly modified to include keeping parents informed of the vision and mission of the school through the use of school wide events/activities.



# Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholders were consulted about the LCAP in throughout the year. Governing sub-committees of the board that include employees and parents reviewed each goal and discussed the updates. Each goal and annual update was sent home and emailed to all parents. Parents had the opportunity to complete surveys that provided the LEA feedback on each goal to help with future planning and goal setting.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The information provided at committee meetings and through surveys provided feedback and ideas for future action steps.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b>Goal 1</b>	Goal 1: Students will increase proficiency in Core Content Areas.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

1. Increase students who score proficient or above on SBAC
2. Increase student performance on internal benchmarks
3. Provide training and determine baseline for EL PAC
4. . Maintain or increase redesignation rate

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balance Assessment, DIBELS, STAR Reading/STAR Math, CELDT, School Inventories	<p>A: Comparing initial and final STAR Math Benchmarks- School wide showed a gain of 2%, Low Socio-economic gained 2% and Hispanics gained 4%</p> <p>Comparing initial and final STAR Reading Benchmarks- School</p>	<p>Students will:</p> <p>A. Participate in School-Wide Benchmarks and state assessments and will increase overall performance.</p> <p>B. CELDT- meet or exceed goal of 64% of students</p>	<p>Students will:</p> <p>A. Participate in School-Wide Benchmarks and state assessments and will increase overall performance.</p> <p>B. CELDT- meet or exceed goal of 64% of students will increase by 1 level from previous year. School will</p>	<p>Students will:</p> <p>A. Participate in School-Wide Benchmarks and state assessments and will increase overall performance.</p> <p>B. CELDT-meet or exceed goal of 64% of students will increase by 1 level from previous year. School will</p>

	<p>wide showed a gain of 4%, Low Socio-economic gained 4% and Hispanics gained 3%</p> <p>Comparing initial and final DIBELS Benchmarks showed a school wide decrease of 11%, although individual students showed growth within their scaled score.</p> <p>SBAC comparison from 14-15 to 15-16 Math +7, ELA -5</p> <p>B: 66.1 % of students increased 1 level from the previous year. School redesignation rate increased to 15% from the previous year.</p> <p>C: All students have access to CCSS Curriculum.</p>	<p>will increase by 1 level from previous year. School will increase redesignation rate from previous year.</p> <p>C. Have access to CCSS Curriculum and supplemental Materials</p>	<p>increase redesignation rate from previous year.</p> <p>C. Have access to CCSS Curriculum and supplemental Materials</p>	<p>increase redesignation rate from previous year.</p> <p>C. Have access to CCSS Curriculum and supplemental Materials</p>
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

OR

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. School Wide Benchmarks: 1. Students will be assessed using DIBELS 3 times a year and progress monitor to provide targeted intervention 2. Evaluate effectiveness of school wide benchmark for math. 3. Maintain and evaluate reports to monitor student progress and provide interventions.	A. School Wide Benchmarks: 1. Students will be assessed using DIBELS 3 times a year and progress monitor to provide targeted intervention 2. Evaluate effectiveness of school wide benchmark for math. 3. Maintain and evaluate reports to monitor student progress and provide interventions.	A. School Wide Benchmarks: 1. Students will be assessed using DIBELS 3 times a year and progress monitor to provide targeted intervention 2. Evaluate effectiveness of school wide benchmark for math. 3. Maintain and evaluate reports to monitor student progress and provide interventions.

**BUDGET EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$64,616	Amount	\$67,000	Amount	\$72,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Teacher Assistants providing intervention and support to Low Income Pupils and English Learners	Budget Reference	Classified Salaries; Teacher Assistants providing intervention and support to Low Income Pupils and English Learners	Budget Reference	Classified Salaries; Teacher Assistants providing intervention and support to Low Income Pupils and English Learners
Amount	\$10,500	Amount	\$12,500	Amount	\$14,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Benchmarking (DIBELS and STAR)	Budget Reference	Services and Other Operating Expenses; Benchmarking (DIBELS and STAR)	Budget Reference	Services and Other Operating Expenses; Benchmarking (DIBELS and STAR)
Amount	\$136,000	Amount	\$147,000	Amount	\$158,000
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Assess, plan and implement intervention- approx 20% of teacher salary	Budget Reference	; Assess, plan and implement intervention- approx 20% of teacher salary	Budget Reference	; Assess, plan and implement intervention- approx 20% of teacher salary

Action **2**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement Mathletics in grades 3-5 to provide target practice of math skills.	Implement Mathletics in grades 3-5 to provide target practice of math skills.	Implement Mathletics in grades 3-5 to provide target practice of math skills.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$1,200	Amount	\$1,200
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **3**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. English Learners: 1. Provide PD on the EL PAC 2. Teachers will use ELD Rubric to grade students. 3. Teachers will integrate the ELD Standards into daily instruction.	B. English Learners: 1. Fully implement the EL PAC 2. Teachers will use ELD Rubric to grade students. 3. Teachers will integrate the ELD Standards into daily instruction.	B. English Learners: 1. Fully implement the EL PAC 2. Teachers will use ELD Rubric to grade students. 3. Teachers will integrate the ELD Standards into daily instruction.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$2,300"/>	Amount <input type="text" value="\$3,000"/>	Amount <input type="text" value="\$3,500"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Teacher Assistant support to administer CELDT	Budget Reference	Classified Salaries; Teacher Assistant support to administer CELDT	Budget Reference	Classified Salaries; Teacher Assistant support to administer CELDT
Amount	\$105,000	Amount	\$115,000	Amount	\$125,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Approx 15% of teacher time (12 teachers)	Budget Reference	Certificated Salaries; Approx 15% of teacher time (13 teachers)	Budget Reference	Certificated Salaries; Approx 15% of teacher time (13 teachers)



Action **4**

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

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Special Education students will meet with the RSP Support or the Director of Student Services to set academic achievement goals at the beginning of the school year. Students will meet throughout the year for follow up and check-ins.	Special Education students will meet with the RSP Support or the Director of Student Services to set academic achievement goals at the beginning of the school year. Students will meet throughout the year for follow up and check-ins.	Special Education students will meet with the RSP Support or the Director of Student Services to set academic achievement goals at the beginning of the school year. Students will meet throughout the year for follow up and check-ins.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$17,000	Amount: \$18,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget  
Reference

Certificated Salaries;  
Director of Student Services/RSP  
Teacher Salary

Budget  
Reference

Certificated Salaries;  
Director of Student Services/RSP  
Teacher Salary

Budget  
Reference

Certificated Salaries;  
Director of Student  
Services/RSP Teacher Salary

Action 5

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Recruit and retain highly qualified staff 1. All teachers will be NCLB Qualified. 2. Provide Professional Development on CCSS	C. Recruit and retain highly qualified staff 1. All teachers will be NCLB Qualified. 2. Provide Professional Development on CCSS	C. Recruit and retain highly qualified staff 1. All teachers will be NCLB Qualified. 2. Provide Professional Development on CCSS

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$10,000 Source: LCFF Budget Reference: Services and Other Operating Expenses;	Amount: \$12,000 Source: LCFF Budget Reference: Services and Other Operating Expenses;	Amount: \$14,000 Source: LCFF Budget Reference: Services and Other Operating Expenses;

	CCSS Training		CCSS Training		CCSS Training
Amount	\$24,000	Amount	\$26,000	Amount	\$26,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teacher participation in PD	Budget Reference	Certificated Salaries; Teacher participation in PD	Budget Reference	Certificated Salaries; Teacher participation in PD
Amount	\$16,000	Amount	\$18,000	Amount	\$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Approx .05% of Admin salary to plan and provide PD	Budget Reference	Certificated Salaries; Approx .05% of Admin salary to plan and provide PD	Budget Reference	Certificated Salaries; Approx .05% of Admin salary to plan and provide PD

Action 6

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Ensure Student/Teacher access to instructional materials including digital, that are aligned to CCSS.  1. Replenish consumable CCSS instructional materials.	D. Ensure Student/Teacher access to instructional materials including digital, that are aligned to CCSS.  1. Replenish consumable CCSS instructional materials.	D. Ensure Student/Teacher access to instructional materials including digital, that are aligned to CCSS.  1. Replenish consumable CCSS instructional materials.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$15,000"/>	Amount <input type="text" value="\$17,000"/>	Amount <input type="text" value="\$19,000"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget  
Reference

Books and Supplies;  
Replenish Instructional Materials

Budget  
Reference

Books and Supplies;  
Replenish Instructional Materials

Budget  
Reference

Books and Supplies;  
Replenish Instructional  
Materials

New

Modified

Unchanged

## Goal 2

Goal 2: Ensure Access to, and Mastery of 21<sup>st</sup> Century Learning Tools, Resources and Skills for all staff and students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

1. Integrate technology and art into the content area
2. Provide training in technology and art integration

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Inventories, Professional Development Agendas/sign-ins, Lesson Plans	<p>A- 100% of students had access to digital resources for the 16-17 SY.</p> <p>B- Teachers received training for the Apple devices and the interactive white board</p> <p>C- Students in grades 4 and 5 completed technology integrated work products. Students in TK-3 completed Art integrated work products. Rubrics/Checklists were used.</p>	<p>Students will:</p> <p>A-100% of students will have access to digital resources</p> <p>B- Teachers will receive training in technology and arts instruction</p> <p>C- Students will complete technology/art integrated work products and be evaluated using a rubric.</p>	<p>Students will:</p> <p>A-100% of students will have access to digital resources</p> <p>B- Teachers will receive training in technology and arts instruction</p> <p>C- Students will complete technology/art integrated work products and be evaluated using a rubric.</p>	<p>Students will:</p> <p>A-100% of students will have access to digital resources</p> <p>B- Teachers will receive training in technology and arts instruction</p> <p>C- Students will complete technology/art integrated work products and be evaluated using a rubric.</p>

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

OR

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Promote the use of technology as a means to deliver a rigorous and relevant curriculum aligned to CCSS.  1. Purchase Ipads and Macbooks  2. Provide ongoing support for interactive white boards  3. Increase student use of individual devices	A. Promote the use of technology as a means to deliver a rigorous and relevant curriculum aligned to CCSS.  1. Purchase Ipads and Macbooks  2. Provide ongoing support for interactive white boards  3. Increase student use of individual devices	A. Promote the use of technology as a means to deliver a rigorous and relevant curriculum aligned to CCSS.  1. Purchase Ipads and Macbooks  2. Provide ongoing support for interactive white boards  3. Increase student use of individual devices

**BUDGET EXPENDITURES**



**2017-18**

Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase needed technology for incoming class
Amount	\$8,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Mimio Support

**2018-19**

Amount	\$17,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase needed technology for incoming class
Amount	\$8,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Mimio Support

**2019-20**

Amount	\$17,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase needed technology
Amount	\$8,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Mimio Support

Action **2**

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

OR

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. Teachers will have training in teaching art and art integration into the curriculum.	B. Teachers will have training in teaching art and art integration into the curriculum.	B. Teachers will have training in teaching art and art integration into the curriculum.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; Outside Training	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses

Action 3

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Implementation of technology/art integrated activities:  1. Teacher development of lessons and activities that integrate technology/art  2. Teacher use of grade level developed rubrics/checklists	C. Implementation of technology/art integrated activities:  1. Teacher development of lessons and activities that integrate technology/art  2. Teacher use of grade level developed rubrics/checklists	C. Implementation of technology/art integrated activities:  1. Teacher development of lessons and activities that integrate technology/art  2. Teacher use of grade level developed rubrics/checklists

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000 Source: LCFF	Amount: \$6,000 Source: LCFF	Amount: \$6,000 Source: LCFF

Budget  
Reference

Certificated Salaries;  
Teacher developed  
projects/rubrics- part of teacher  
salary

Budget  
Reference

Certificated Salaries;  
Teacher developed  
projects/rubrics- part of teacher  
salary

Budget  
Reference

Certificated Salaries;  
Teacher developed  
projects/rubrics- part of teacher  
salary

New

Modified

Unchanged

## Goal 3

Goal 3: School will provide a safe and secure environment for all staff and students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance, Positive Indicators on School Climate Survey	<p>A. School wide attendance rate is 95.42</p> <p>B. The Academic Excellence Committee and Director of Instruction is in the process of developing a Board Adopted Independent Study Program.</p> <p>C. The school is clean, safe and functional based on the Facility Inspection Tool (FIT)</p> <p>D. 99% of parents surveyed indicated satisfaction with the school.</p>	<p>A. Improve student attendance from previous year.</p> <p>B. Students will participate in a Board Adopted Independent Study Program.</p> <p>C. The School will be clean, safe and functional.</p> <p>D. 80% or more of parents will indicate that they are satisfied with the school climate based on surveys</p>	<p>A. Improve student attendance from previous year.</p> <p>B. Students will participate in a Board Adopted Independent Study Program.</p> <p>C. The School will be clean, safe and functional.</p> <p>D. 80% or more of parents will indicate that they are satisfied with the school climate based on surveys</p>	<p>A. Improve student attendance from previous year.</p> <p>B. Students will participate in a Board Adopted Independent Study Program.</p> <p>C. The School will be clean, safe and functional.</p> <p>D. 80% or more of parents will indicate that they are satisfied with the school climate based on surveys</p>

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

OR

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Promote positive attendances to increase school ADA:</p> <p>1. Classroom Attendance Incentives</p> <p>2. Attendance letters sent home to chronically absent students.</p> <p>3. Implement a tiered system to address truancy and chronic absenteeism.</p>	<p>A. Promote positive attendances to increase school ADA:</p> <p>1. Classroom Attendance Incentives</p> <p>2. Attendance letters sent home to chronically absent students.</p> <p>3. Implement a tiered system to address truancy and chronic absenteeism.</p>	<p>A. Promote positive attendances to increase school ADA:</p> <p>1. Classroom Attendance Incentives</p> <p>2. Attendance letters sent home to chronically absent students.</p> <p>3. Implement a tiered system to address truancy and chronic absenteeism.</p>

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$1,000

Source

LCFF

Budget  
ReferenceServices and Other Operating  
Expenses;  
Attendance Incentives**2018-19**

Amount

\$1,500

Source

LCFF

Budget  
ReferenceServices and Other Operating  
Expenses;  
Attendance Incentives**2019-20**

Amount

\$2,000

Source

LCFF

Budget  
ReferenceServices and Other Operating  
Expenses;  
Attendance Incentives

Action **2**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. The Director of Instruction will work with teachers and parents to identify students that qualify for the Independent Study Program.	B. The Director of Instruction will work with teachers and parents to identify students that qualify for the Independent Study Program.	B. The Director of Instruction will work with teachers and parents to identify students that qualify for the Independent Study Program.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$600	Amount: \$600	Amount: \$600
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Classified time to send out letters	Budget Reference: Classified Salaries; Classified time to send out letters	Budget Reference: Classified Salaries; Classified time to send out letters



Action 3

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>C. A member of the School Health and Safety Committee will use the Facility Inspection Tool (or a local instrument) to measure the school facility.</p>	<p>C. A member of the School Health and Safety Committee will use the Facility Inspection Tool (or a local instrument) to measure the school facility.</p>	<p>C. A member of the School Health and Safety Committee will use the Facility Inspection Tool (or a local instrument) to measure the school facility.</p>

Action **4**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
D. Survey the parents each year to assess school climate.	D. Survey the parents each year to assess school climate.	D. Survey the parents each year to assess school climate.

## Goal 4

Goal 4: Improve communication and increase parent participation.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

1. Effectively communicate the school school mission and vision
2. Increase parent involvement in school governance and mandated meetings.
3. Keep parents informed on student progress

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Calendar, Agendas, Sign-ins	<p>A. Parent involvement opportunities were increased, with activities taking place on a monthly basis.</p> <p>B. Required ELAC/PAC meetings were held.</p> <p>C. Parent conference attendance rate was 95%</p>	<p>A. Monitor and increase parent involvement and participation.</p> <p>B. Hold ELAC/Parent Advisory Committee meetings</p> <p>C. 90%-100% of parents will participate in parent conferences.</p>	<p>A. Monitor and increase parent involvement and participation.</p> <p>B. Hold ELAC/Parent Advisory Committee meetings</p> <p>C. 90%-100% of parents will participate in parent conferences.</p>	<p>A. Monitor and increase parent involvement and participation.</p> <p>B. Hold ELAC/Parent Advisory Committee meetings</p> <p>C. 90%-100% of parents will participate in parent conferences.</p>

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

OR

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Promote ongoing parent communication and participation.</p> <p>1. Sponsor school events throughout the year that articulate the school vision and mission that involve parents.</p> <p>2. Survey parents about school activities for parents</p> <p>3. School website, School Newsletter and Curriculum communication</p>	<p>A. Promote ongoing parent communication and participation.</p> <p>1. Sponsor school events throughout the year that articulate the school vision and mission that involve parents.</p> <p>2. Survey parents about school activities for parents</p> <p>3. School website, School Newsletter and Curriculum communication</p>	<p>A. Promote ongoing parent communication and participation.</p> <p>1. Sponsor school events throughout the year that articulate the school vision and mission that involve parents.</p> <p>2. Survey parents about school activities for parents</p> <p>3. School website, School Newsletter and Curriculum communication</p>

**BUDGET EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$21,000	Amount	\$24,000	Amount	\$27,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Planning School Events- approx .03% of teacher salary	Budget Reference	Certificated Salaries; Planning School Events- approx .03% of teacher salary	Budget Reference	Certificated Salaries; Planning School Events- approx .03% of teacher salary

Action **2**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>B. Parent involvement in school governance and mandated meetings for subgroups:</p> <ol style="list-style-type: none"> <li>1. Hold ELAC meetings for parents of English Learners.</li> <li>2. Hold Parent Advisory meetings for parents Title 1 students.</li> <li>3. Continue to evaluate meeting attendance, build parent leadership and survey parents to identify ways to increase participation.</li> </ol>	<p>B. Parent involvement in school governance and mandated meetings for subgroups:</p> <ol style="list-style-type: none"> <li>1. Hold ELAC meetings for parents of English Learners.</li> <li>2. Hold Parent Advisory meetings for parents Title 1 students.</li> <li>3. Continue to evaluate meeting attendance, build parent leadership and survey parents to identify ways to increase participation.</li> </ol>	<p>B. Parent involvement in school governance and mandated meetings for subgroups:</p> <ol style="list-style-type: none"> <li>1. Hold ELAC meetings for parents of English Learners.</li> <li>2. Hold Parent Advisory meetings for parents Title 1 students.</li> <li>3. Continue to evaluate meeting attendance, build parent leadership and survey parents to identify ways to increase participation.</li> </ol>

Action **3**

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

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

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

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
C. Parent participation in parent conferences 1. Provide translators for parents 2. Flexible meeting times to accommodate parents 3. Increase attendance until 100%	C. Parent participation in parent conferences 1. Provide translators for parents 2. Flexible meeting times to accommodate parents 3. Increase attendance until 100%	C. Parent participation in parent conferences 1. Provide translators for parents 2. Flexible meeting times to accommodate parents 3. Increase attendance until 100%

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,000 Source: LCFF	Amount: \$3,000 Source: LCFF	Amount: \$3,500 Source: LCFF

Budget  
Reference

Classified Salaries;  
Translating for conferences

Budget  
Reference

Classified Salaries;  
Translating for conferences

Budget  
Reference

Classified Salaries;  
Translating for conferences



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18    2018-19    2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$488,610

[Percentage to Increase or Improve Services:](#)

22.56%

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](#)).

Services provided for unduplicated pupils include professional development to teachers that support work with English learners and low income students to increase progress of these subgroups. The school administrators, teachers, and paraprofessionals provided support for all subgroups.

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