

Introduction:

LEA: Watts Learning Center Elementary School **Contact (Name, Title, Email, Phone Number):** Kelly Baptiste, Director, kbaptiste@wattslc.org, (323) 754-9900 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Aug. Leadership Team Meeting – administrator, coach, teachers	Cluster Data Analysis/ LCAP review
Sept. Board Meeting – administrators, Board members, staff	Cluster Data Analysis/LCAP review
Oct. Parent Council Meeting – parents, community members, staff	Cluster Data Analysis/School Site Council/ELAC/LCFF/LCAP Overview
Nov. Board Meeting – administrators, Board, Staff	Technology Upgrade/CAASPP/LCAP Priorities
Nov. Leadership Meeting – administrator, coach, teachers	Common Core Training/Performance Data Review/LCAP Input
Nov. School Site Council/ELAC Meeting – administrator, parents, staff	Common Core/CAASPP/Technology/LCFF Input
Nov. Professional Development – certificated/classified staff	Common Core Training/LCAP Input
Dec. Professional Development – certificated/classified staff	LCAP review

<p>Jan. Board Meeting – administrators, Board, staff Jan. Leadership Meeting – administrator, coach, teachers Jan. School Site Council/ELAC Meeting – administrator, parents, staff Jan. Technology Committee Meeting – administrator, IT staff Jan. Budget Meeting – administrator, Finance Dept. Jan. ELAC Meeting – administrator, coach, teachers Jan. Common Core Parent Workshop – parents, coach, staff Jan. Erate Bidder’s Conference – administrator, IT dept., providers Feb. Professional Development – Leadership Team Feb. Parent Council Meeting – parents, community members, staff Mar. Leadership Meeting – administrator, coach, teachers Mar. Board Meeting – administrators, Board Members, staff Mar. Parent Council Meeting – parents, community members, staff Apr. Board Meeting – administrators, Board Members, staff Apr. School Site Council/ELAC Meeting – administrator, parents, staff Apr. Parent Council Meeting – parents, staff, community members Apr. LCAP Advisory Committee Meeting – SSC/ELAC Members Apr. Board Meeting – administrators, Board Members, staff Apr. Leadership Meeting – administrator, coach, teachers May Board Meeting – administrators, Board Members, staff May LCAP Advisory Committee Meeting – SSC/ELAC Members Jun Budget Meeting – administrator, Finance Dept. Jun Board Meeting – administrators, Board Members, staff</p>	<p>LCAP/Eight State Priorities input Lesson Study/LCAP review/input Common Core Expenditure Plan Overview/LCFF Input Common Core Report Cards/Performance Data Review/LCAP Priorities Board Meeting Update/Budget Review/LCAP Priorities CAASPP Specifications/LCFF Input LCFF Allocations CELDT data analysis/LCAP priorities Common Core/CAASPP Review/LCAP Input Technology upgrades/CAASPP/LCFF Review Charter Review/Performance Review/LCAP priorities Student Academic Performance Review/LCAP Priorities Input Lesson Study/Performance Review/LCAP Priorities Input Charter Review/CAASPP/LCFF/LCAP Input LCFF/LCAP Parent Survey Common Core Expenditure Plan Review/LCFF Review LCAP Parent Survey Analysis LCAP Parent Survey Analysis Draft of LCAP/Eight Priorities LCAP Update Draft Review LCAP Update approved</p>
<p>Annual Update: May 2016</p>	<p>Annual Update: May 2016</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	The school site will have clean and safe facilities in good or excellent condition.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Clean and Safe School

Goal Applies to: Schools: Watts Learning Center Elementary School
 Applicable Pupil Subgroups: All Students

LCAP Year 1:

Expected Annual Measurable Outcomes:

- Campus walkthroughs/evaluations
- Parent campus school surveys
- Student surveys
- Student Computer Monitoring
- SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Weekly campus walk-throughs • Monthly campus evaluations • Hapara WiFi Student Monitoring • Student Incentives • Custodial repairs/supplies • Health Supplies 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 4000-4999: Books And Supplies Supplemental and Concentration 25,000
<ul style="list-style-type: none"> • Closed campus/campus security staff • Student Valet-drop off/pick up • Campus visitor personnel 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000

LCAP Year 2:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Campus walkthroughs/evaluations • Parent campus school surveys • Student surveys • Student Computer Monitoring • SARC 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Weekly campus walk-throughs • Monthly campus evaluations • Hapara WiFi Student Monitoring • Student Incentives • Custodial repairs/supplies • Health Supplies 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 4000-4999: Books And Supplies Supplemental and Concentration 25,000
<ul style="list-style-type: none"> • Closed campus/campus security staff • Student Valet-drop off/pick up • Campus visitor personnel 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000

LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Campus walkthroughs/evaluations • Parent campus school surveys • Student surveys • Student Computer Monitoring • SARC 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Weekly campus walk-throughs • Monthly campus evaluations • Hapara WiFi Student Monitoring • Student Incentives • Custodial repairs/supplies • Health Supplies 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 4000-4999: Books And Supplies Supplemental and Concentration 25,000
<ul style="list-style-type: none"> • Closed campus/campus security staff • Student Valet-drop off/pick up • Campus visitor personnel 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clean and Safe Campus 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All students will have access to Common Core State Standards-aligned instructional materials and supplemental resources in all subject areas; including increased access to technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	English Language Arts, Science, Social Studies curriculum
Goal Applies to:	Schools: Watts Learning Center Elementary School
	Applicable Pupil Subgroups: All Students

LCAP Year 1:

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Curriculum/computer Inventory • Curriculum Evaluations • Renewals • CAASPP/NWEA MAP Assessment Data • Increased WiFi Bandwidth, 1:1 correspondence, upgraded Firewall/access points/server
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA/ELD Curriculum <ul style="list-style-type: none"> • Scientific Learning (Fast ForWord) - \$5,400 • Brain Pop Espanol, ELL - \$2,840 • Learning A-Z - \$5,500 • Scholastic Reading Program - \$20,000 • NWEA Learning Continuum - \$5,500 • Houghton Mifflin Harcourt/Journeys K-5 2017 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	English Language Arts and English Language Development 4000-4999: Books And Supplies Supplemental and Concentration 150,000
Mathematics <ul style="list-style-type: none"> • Mind Institute (Jiji) - \$3,000 • Singapore Math - \$22,000 • Supplemental Math Program - \$10,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$35,000

		(Specify)	
Science/Social Studies <ul style="list-style-type: none"> • Zingy Learning (Science) - \$500 • Time for Kids - \$1,600 • Supplemental Materials - \$8,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Science/Social Studies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000
LCAP Year 2:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Curriculum/computer Inventory • Curriculum Evaluations • Renewals • CAASPP/NWEA MAP Assessment Data • Increased WiFi Bandwidth, 1:1 correspondence, upgraded Firewall/access points/server 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA/ELD Curriculum <ul style="list-style-type: none"> • Scientific Learning (Fast ForWord) - \$5,400 • Brain Pop Espanol, ELL - \$2,840 • Learning A-Z - \$5,500 • Scholastic Reading Program - \$20,000 • NWEA Learning Continuum - \$5,500 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	English Language Arts and English Language Development 4000-4999: Books And Supplies Supplemental and Concentration 40,000
Mathematics <ul style="list-style-type: none"> • Mind Institute (Jiji) - \$3,000 • Singapore Math - \$22,000 • Supplemental Math Program - \$10,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$35,000

Science/Social Studies <ul style="list-style-type: none"> • Zingy Learning (Science) - \$500 • Time for Kids - \$1,600 • Supplemental Materials - \$8,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Science/Social Studies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Curriculum/computer Inventory • Curriculum Evaluations • Renewals • CAASPP/NWEA MAP Assessment Data • Increased WiFi Bandwidth, 1:1 correspondence, upgraded Firewall/access points/server 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA/ELD Curriculum <ul style="list-style-type: none"> • Scientific Learning (Fast ForWord) - \$5,400 • Brain Pop Espanol, ELL - \$2,840 • Learning A-Z - \$5,500 • Scholastic Reading Program - \$20,000 • NWEA Learning Continuum - \$5,500 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	English Language Arts and English Language Development 4000-4999: Books And Supplies Supplemental and Concentration 40,000
Mathematics <ul style="list-style-type: none"> • Mind Institute (Jiji) - \$3,000 • Singapore Math - \$22,000 • Supplemental Math Program - \$10,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$35,000
Science/Social Studies <ul style="list-style-type: none"> • Zingy Learning (Science) - \$500 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Science/Social Studies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000

<ul style="list-style-type: none"> • Time for Kids - \$1,600 • Supplemental Materials - \$8,000 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	All students will be taught by Highly Qualified (HQ) teachers with CLAD certification.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Hire HQ Teachers/Provide teacher coaching/professional development

Goal Applies to: Schools: Watts Learning Center Elementary School
 Applicable Pupil Subgroups: All Students

LCAP Year 1:

Expected Annual Measurable Outcomes:

- 100% HQ certificated teachers w/CLAD
- 100% compliance with Marzano Teacher Observation Model
- 100% satisfactory teacher evaluations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Instructional Leadership Team - \$4,500 • Master's Stipend - \$6,000 • Professional Development Stipends \$60,000 • Instructional Coordinator \$75,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Growth and Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,500
<ul style="list-style-type: none"> • Kagan Training - \$4,500 • NWEA Training - \$3,200 • Marzano Teacher Protocol - \$750 • CA Charter School Convention - \$2,300 • Edjoin Annual Membership - \$750 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Growth and Development 4000-4999: Books And Supplies Supplemental and Concentration \$11,500

<ul style="list-style-type: none"> • CCSS Teacher Guides (Really Good Stuff) - \$780 • ELA Framework for Teachers/LACOE - \$600 • Writing Training/LACOE - \$360 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Growth and Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000</p>
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LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% HQ certificated teachers w/CLAD • 100% compliance with Marzano Teacher Observation Model • 100% satisfactory teacher evaluations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Instructional Leadership Team - \$4,500 • Master's Stipend - \$6,000 • Professional Development Stipends \$60,000 • Instructional Coordinator \$75,000 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Growth and Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,500</p>
<ul style="list-style-type: none"> • Kagan Training - \$4,500 • NWEA Training - \$3,200 • Marzano Teacher Protocol - \$750 • CA Charter School Convention - \$2,300 • Edjoin Annual Membership - \$750 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Growth and Development 4000-4999: Books And Supplies Supplemental and Concentration \$11,500</p>
<ul style="list-style-type: none"> • CCSS Teacher Guides (Really Good Stuff) - \$780 • ELA Framework for Teachers/LACOE - \$600 • Writing Training/LACOE - \$360 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Teacher Growth and Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% HQ certificated teachers w/CLAD • 100% compliance with Marzano Teacher Observation Model • 100% satisfactory teacher evaluations 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Instructional Leadership Team - \$4,500 • Master's Stipend - \$6,000 • Professional Development Stipends \$60,000 • Instructional Coordinator \$75,000 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Growth and Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,500
<ul style="list-style-type: none"> • Kagan Training - \$4,500 • NWEA Training - \$3,200 • Marzano Teacher Protocol - \$750 • CA Charter School Convention - \$2,300 • Edjoin Annual Membership - \$750 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Growth and Development 4000-4999: Books And Supplies Supplemental and Concentration \$11,500
<ul style="list-style-type: none"> • CCSS Teacher Guides (Really Good Stuff) - \$780 • ELA Framework for Teachers/LACOE - \$600 • Writing Training/LACOE - \$360 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Growth and Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000

		(Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	LEA will increase access to Gifted and Talented Education (G.A.T.E), Response to Intervention (RTI), Physical Education, and character education.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase extra-curricular and extended day programs
Goal Applies to:	Schools: Watts Learning Center Elementary School
Applicable Pupil Subgroups:	All Students, High Performing Students, Low Performing Students, Gr. 4/5 Students

LCAP Year 1:	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation in enrichment by 5% • G.A.T.E/RTI participation by 15% • Participation in clubs/groups by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Rochester Inc., (homework folders) - \$494.50 • School Mate Student Planners - \$485.70 • Positive Promotions \$2,700 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention and Character Education 4000-4999: Books And Supplies Supplemental and Concentration \$4,000
<ul style="list-style-type: none"> • Summer School - \$16,000 • After School Tutoring - \$10,000 • Playground Aides' \$40,000 • Gifted and Talented Program \$5,000 	Low Performing Students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Intervention/Character Education 1000-1999: Certificated Personnel Salaries Title I \$30,000 Intervention/Character Education 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000

<ul style="list-style-type: none"> • Doby Boys Facilitator - \$2,100 • Still Waters (Doby Boys) - \$6,000 • Train for Thought (Doby Boys) - \$5,000 • A Beautiful Me - \$1,500 • Atlas Embroidery - \$4,500 • Gopher P.E. Equipment - \$500 • US Games - \$40 • Canyon Creek Field Trip - \$2,400 • Oriental Trading (Fun Fri) - \$600 • Gifted and Talented materials - \$500 • Student Music Program 	<p>All Students/ Gr. 4 & 5 Gifted and Talented</p>	<p><u>Gifted and Talented Program</u></p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Gifted and Talented</u></p>	<p>Character Education/Response to Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$20,500</p>
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LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Participation in enrichment by 5% • G.A.T.E/RTI participation by 15% • Participation in clubs/groups by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Rochester Inc., (homework folders) - \$494.50 • School Mate Student Planners - \$485.70 • Positive Promotions \$2,700 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention and Character Education 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>
<ul style="list-style-type: none"> • Summer School - \$16,000 • After School Tutoring - \$10,000 • Playground Aides' \$40,000 • Gifted and Talented Program \$5,000 	<p>Low Performing Students</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention/Character Education 1000-1999: Certificated Personnel Salaries Title I \$30,000</p> <hr/> <p>Intervention/Character Education 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000</p>

		<u>Gifted and Talented Program</u>	
<ul style="list-style-type: none"> • Doby Boys Facilitator - \$2,100 • Still Waters (Doby Boys) - \$6,000 • Train for Thought (Doby Boys) - \$5,000 • A Beautiful Me - \$1,500 • Atlas Embroidery - \$4,500 • Gopher P.E. Equipment - \$500 • US Games - \$40 • Canyon Creek Field Trip - \$2,400 • Oriental Trading (Fun Fri) - \$600 • Gifted and Talented materials - \$500 • Student Music Program 	All Students/ Gr. 4 & 5 Gifted and Talented	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Gifted and Talented</u>	Character Education/Response to Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$20,500

LCAP Year 3:

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation in enrichment by 5% • G.A.T.E/RTI participation by 15% • Participation in clubs/groups by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Rochester Inc., (homework folders) - \$494.50 • School Mate Student Planners - \$485.70 • Positive Promotions \$2,700 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention and Character Education 4000-4999: Books And Supplies Supplemental and Concentration \$4,000
<ul style="list-style-type: none"> • Summer School - \$16,000 • After School Tutoring - \$10,000 • Playground Aides' \$40,000 • Gifted and Talented Program \$5,000 	Low Performing Students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Intervention/Character Education 1000-1999: Certificated Personnel Salaries Title I \$30,000 Intervention/Character Education 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000

		<u>Gifted and Talented Program</u>	
<ul style="list-style-type: none"> • Doby Boys Facilitator - \$2,100 • Still Waters (Doby Boys) - \$6,000 • Train for Thought (Doby Boys) - \$5,000 • A Beautiful Me - \$1,500 • Atlas Embroidery - \$4,500 • Gopher P.E. Equipment - \$500 • US Games - \$40 • Canyon Creek Field Trip - \$2,400 • Oriental Trading (Fun Fri) - \$600 • Gifted and Talented materials - \$500 • Student Music Program 	<p>All Students/ Gr. 4 & 5 Gifted and Talented</p>	<p><u>Gifted and Talented Program</u></p> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Gifted and Talented</u></p>	<p>Character Education/Response to Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$20,500</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	All students will make academic progress towards English Language Arts, Mathematics, Science, and Social Studies.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Improve student performance

Goal Applies to: Schools: Watts Learning Center Elementary School
 Applicable Pupil Subgroups: All Students

LCAP Year 1:

Expected Annual Measurable Outcomes:

- Writing: 75% of students will score at "3" or above
- MAP: 75% of students meet Spring Growth Goals and score at 50% Percentile
- Less than 5% of students will score "Lo" on Spring MAP
- SBAC: 50% of students will meet or exceed the standard

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Sunburst Digital (online typing/science) - \$4,000 • Scripps Spelling Bee Enrollment - \$200 • Go the Distance (Test Pep Rally) - \$600 • Office 360 Composition Books - \$900 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$6,000
<ul style="list-style-type: none"> • Summer School - \$15,435.90 • After-School Tutoring - \$8,200 • SBAC Parent Workshop • Parent Math/Science Night • Monthly Parent Meetings 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

<ul style="list-style-type: none"> • Marzano Protocol - \$800 • Amazon Instruction/Assessment Books - \$900 • Teacher coaching/PD (Stanford University) \$20,000 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Common Core Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 27,000</p>
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LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Writing: 75% of students will score at "3" or above • MAP: 75% of students meet Spring Growth Goals and score at 50% Percentile • Less than 5% of students will score "Lo" on Spring MAP • SBAC: 50% of students will meet or exceed the standard
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Sunburst Digital (online typing/science) - \$4,000 • Scripps Spelling Bee Enrollment - \$200 • Go the Distance (Test Pep Rally) - \$600 • Office 360 Composition Books - \$900 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p>
<ul style="list-style-type: none"> • Summer School - \$15,435.90 • After-School Tutoring - \$8,200 • SBAC Parent Workshop • Parent Math/Science Night • Monthly Parent Meetings 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p>
<ul style="list-style-type: none"> • Marzano Protocol - \$800 • Amazon Instruction/Assessment Books - \$900 • Teacher coaching/PD (Stanford University) \$20,000 	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Common Core Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 27,000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Writing: 75% of students will score at "3" or above • MAP: 75% of students meet Spring Growth Goals and score at 50% Percentile • Less than 5% of students will score "Lo" on Spring MAP • SBAC: 50% of students will meet or exceed the standard 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Sunburst Digital (online typing/science) - \$4,000 • Scripps Spelling Bee Enrollment - \$200 • Go the Distance (Test Pep Rally) - \$600 • Office 360 Composition Books - \$900 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$6,000
<ul style="list-style-type: none"> • Summer School - \$15,435.90 • After-School Tutoring - \$8,200 • SBAC Parent Workshop • Parent Math/Science Night • Monthly Parent Meetings 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
<ul style="list-style-type: none"> • Marzano Protocol - \$800 • Amazon Instruction/Assessment Books - \$900 • Teacher coaching/PD (Stanford University) \$20,000 	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Common Core Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 27,000

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Provide additional resources and support to English Language Learners (ELL), Special Education Students and respective programs.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Increase English Language Learner reclassification rates and Special Education Referrals.

Goal Applies to: Schools: Watts Learning Center Elementary School
 Applicable Pupil Subgroups: English Language Learners/Special Education

LCAP Year 1:

Expected Annual Measurable Outcomes:

- Increase reclassification rates by 10%
- CELDT: 75% of students will increase one proficiency level
- SPED: All students will make progress towards IEP Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Brain Pop Espanol, ELL - \$3,000 • Learning A-Z (ELL Reading Solution) - \$5,500 • Step Grant - \$7,600 	English Language Learners and Special Education Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$16,100
<ul style="list-style-type: none"> • LACOE ELD Scaffold Instruction - \$218 • Special Education Services (CTA) - \$81,000 • CELDT Test Prep Materials • Reclassification Parent Meetings • Special Education Parent Meetings 	English Language Learners and Special Education Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	English Language Development/Special Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$81,000 English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$500

LCAP Year 2:

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Increase reclassification rates by 10% • CELDT: 75% of students will increase one proficiency level • SPED: All students will make progress towards IEP Goals |
|--------------------------------------|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Brain Pop Espanol, ELL - \$3,000 • Learning A-Z (ELL Reading Solution) - \$5,500 • Step Grant - \$7,600 	English Language Learners and Special Education Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration
<ul style="list-style-type: none"> • LACOE ELD Scaffold Instruction - \$218 • Special Education Services (CTA) - \$81,000 • CELDT Test Prep Materials • Reclassification Parent Meetings • Special Education Parent Meetings 	English Language Learners and Special Education Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	English Language Development/Special Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$81,000 English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$500

LCAP Year 3:

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Increase reclassification rates by 10% • CELDT: 75% of students will increase one proficiency level • SPED: All students will make progress towards IEP Goals |
|--------------------------------------|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Brain Pop Espanol, ELL - \$3,000 • Learning A-Z (ELL Reading Solution) - \$5,500 • Step Grant - \$7,600 	English Language Learners and Special	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration

	Education Students	<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
<ul style="list-style-type: none"> • LACOE ELD Scaffold Instruction - \$218 • Special Education Services (CTA) - \$81,000 • CELDT Test Prep Materials • Reclassification Parent Meetings • Special Education Parent Meetings 	English Language Learners and Special Education Students	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	English Language Development/Special Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$81,000 <hr/> English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	LEA will increase resources and parent involvement opportunities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase parent involvement
Goal Applies to:	Schools: Watts Learning Center Elementary School
Applicable Pupil Subgroups:	All Students

LCAP Year 1:	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent council participation by 5% • Increase participation in SSC/ELAC by 5% • Increase parent satisfaction by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Parent ESL Classes - \$3,300 • Muffins w/Mom - \$100 • Donuts w/Dad - \$100 • School Reach - \$730 • Parent Appreciation Day - \$400 • Parent Coordinator - \$25,900 • Spinitar (poster maker) - \$1,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involmt 4000-4999: Books And Supplies Supplemental and Concentration \$5,600 Parent Involmt 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000

LCAP Year 2:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase parent council participation by 5% Increase participation in SSC/ELAC by 5% Increase parent satisfaction by 10% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Parent ESL Classes - \$3,300 Muffins w/Mom - \$100 Donuts w/Dad - \$100 School Reach - \$730 Parent Appreciation Day - \$400 Parent Coordinator - \$25,900 Spinitar (poster maker) - \$1,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involmt 4000-4999: Books And Supplies Supplemental and Concentration \$5,600 Parent Involmt 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase parent council participation by 5% Increase participation in SSC/ELAC by 5% Increase parent satisfaction by 10% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Parent ESL Classes - \$3,300 Muffins w/Mom - \$100 Donuts w/Dad - \$100 School Reach - \$730 Parent Appreciation Day - \$400 Parent Coordinator - \$25,900 Spinitar (poster maker) - \$1,000 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involmt 4000-4999: Books And Supplies Supplemental and Concentration \$5,600 Parent Involmt 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	LEA will increase student attendance, decrease chronic tardiness and referrals to Student Attendance Reporting Team (SART).	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase ADA
Goal Applies to:	Schools: Watts Learning Center Elementary School
Applicable Pupil Subgroups:	All Students

LCAP Year 1:

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • ADA increased by 5% • Tardies decreased by 5% • Increase Perfect Attendance of students by 5% • Increase Perfect Attendance of teachers/staff by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Pearson - \$73 • Student Perfect Attendance Incentives - \$500 • School Reach - \$730 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Improvement 4000-4999: Books And Supplies Supplemental and Concentration \$1,400

LCAP Year 2:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • ADA increased by 5% • Tardies decreased by 5% • Increase Perfect Attendance of students by 5% • Increase Perfect Attendance of teachers/staff by 5% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Pearson - \$73 • Student Perfect Attendance Incentives - \$500 • School Reach - \$730 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Improvement 4000-4999: Books And Supplies Supplemental and Concentration \$1,400
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • ADA increased by 5% • Tardies decreased by 5% • Increase Perfect Attendance of students by 5% • Increase Perfect Attendance of teachers/staff by 5% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Pearson - \$73 • Student Perfect Attendance Incentives - \$500 • School Reach - \$730 	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Improvement 4000-4999: Books And Supplies Supplemental and Concentration \$1,400

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	The school site will have clean and safe facilities in good or excellent condition.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools: <u>Watts Learning Center Elementary School</u> Applicable Pupil Subgroups: <u>All Students</u>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Campus walkthroughs/evaluations • Parent campus school surveys • Student surveys • Student Computer Monitoring 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%; vertical-align: top;">Actual Annual Measurable Outcomes:</td> <td> <ul style="list-style-type: none"> • SARC • Campus Evaluations • Harpara WiFi Student Evaluations satisfactory </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • SARC • Campus Evaluations • Harpara WiFi Student Evaluations satisfactory
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • SARC • Campus Evaluations • Harpara WiFi Student Evaluations satisfactory 			
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
<ul style="list-style-type: none"> • Weekly campus walk-throughs • Monthly campus evaluations • Harpara WiFi Student Monitoring 	Clean and Safe Campus 4000-4999: Books And Supplies Supplemental and Concentration	<ul style="list-style-type: none"> • Weekly campus walk-throughs • Monthly campus evaluations • Hapara WiFi Student Monitoring \$2,000 	Clean and Safe Campus 4000-4999: Books And Supplies Supplemental and Concentration \$2,000	
Scope of Service	All Students	Scope of Service	All Students	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
<ul style="list-style-type: none"> • Custodial repairs • Closed campus/campus security 	Clean and Safe Campus	<ul style="list-style-type: none"> • Campus Security Aide - \$25,000 • LAUSD Health Supplies - \$1,000 	Clean and Safe Campus 4000-4999:	

<ul style="list-style-type: none"> staff Emergency Equipment/Supplies 	4000-4999: Books And Supplies Base	<ul style="list-style-type: none"> Maintenance - \$10,000 Landscape \$5,000 Custodial Supplies - \$20,000 	Books And Supplies Supplemental and Concentration 62,000
Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Hiring personnel to monitor the front gate; to sign in/out campus visitors.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students will have access to Common Core instructional materials and supplemental resources in all subject areas; including increased access to technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Watts Learning Center Elementary School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Inventory/1:1 correspondence with curriculum and computers • CAASPP/NWEA MAP Assessment Data 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Curriculum/computer Inventory • Curriculum Evaluations • Renewals • Increased WiFi Bandwidth, 1:1 correspondence, upgraded Firewall 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Learning A-Z (ELL Reading solution) • Brain Pop Espanol, ELL 	English Language Development 4000-4999: Books And Supplies Supplemental and Concentration \$7,200	ELA/ELD Curriculum <ul style="list-style-type: none"> • Scientific Learning (Fast ForWord) - \$5,400 • Brain Pop Espanol, ELL - \$2,840 • Learning A-Z - \$5,431.31 • Scholastic Reading Program - \$19,007.32 • NWEA Learning Continuum - \$5,505.50 	English Language Arts and English Language Development 4000-4999: Books And Supplies Supplemental and Concentration \$40,000
Scope of Service	English Language Learners (ELL)	Scope of Service	All Students
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Fastforward Mind Institute Singapore Math Scholastic Reading Program 	Supplemental Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$42,880	Mathematics <ul style="list-style-type: none"> Mind Institute (Jiji) - \$3,000 Singapore Math - \$22,000 	Mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Time for Kids Zingy Learning (Science) NWEA/Learning Continuum 	Supplemental Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$5,780	Science/Social Studies <ul style="list-style-type: none"> Zingy Learning (Science) - \$500 Time for Kids - \$1,600 Supplemental Materials - \$8,000 	Science/Social Studies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000
Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Students <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be: Adopt English Language Arts Program (Journeys) approximately \$100,000. Schedule professional development for Singapore. Explore a new mathematics adoption and/or supplemental materials. Upgrade all Internet access points and			

made as a result of reviewing past progress and/or changes to goals?	server.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	All students will be taught by Highly Qualified (HQ) teachers with CLAD certification.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Watts Learning Center Elementary School		
	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% HQ certificated teachers w/CLAD • 100% compliance with Marzano Teacher Observation Model • 100% satisfactory teacher evaluations 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • 80% HQ Teachers w/CLAD • 85% Compliance with Marzano Protocol • 100% Satisfactory Teacher Evaluations 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Recruit and hire HQ teachers	Teacher Growth and Development	<ul style="list-style-type: none"> • Instructional Leadership Team - \$4,500 • Master's Stipend - \$6,000 • Professional Development Stipends \$60,000 • Instructional Coordinator \$75,000 	Teacher Growth and Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,500
Scope of Service	All Students	Scope of Service	All Students
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<ul style="list-style-type: none"> • Marzano instructional observations • Provide teacher coaching/feedback 	<p>Teacher Growth and Development \$750</p>	<ul style="list-style-type: none"> • Kagan Training - \$4,500 • NWEA Training - \$3,200 • Marzano Teacher Protocol - \$750 • CA Charter School Convention - \$2,300 • Edjoin Annual Membership - \$750 	<p>Teacher Growth and Development 4000-4999: Books And Supplies Supplemental and Concentration \$11,500</p>
<p>Scope of Service All Students</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service All Students</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • PD in CCSS/Small group instruction • iObservation Academy 	<p>\$10,000</p>	<ul style="list-style-type: none"> • CCSS Teacher Guides (Really Good Stuff) - \$780 • ELA Framework for Teachers/LACOE - \$600 • Writing Training/LACOE - \$360 	<p>Teacher Growth and Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,800</p>
<p>Scope of Service All Students</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service All Students</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>			

goals?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	LEA will increase access to Gifted and Talented Education (G.A.T.E), Response to Intervention (RTI), Physical Education, and character education.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Watts Learning Center Elementary School Applicable Pupil Subgroups: All Students, High Performing Students, Low Performing Students, Gr. 4/5 Students
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation in enrichment by 5% • G.A.T.E/RTI participation by 15% • Participation in clubs/groups by 10% 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Full G.A.T.E. implementation for the 2016-17 school year. • 10% Participation in Doby Boys/A Beautiful Me • Increased WiFi Bandwidth, 1:1 correspondence, upgraded Firewall
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> • Develop a G.A.T.E. Program • Develop RTI program • Student/teacher materials 	Budgeted Expenditures G.A.T.E. /Intervention \$5,000	<ul style="list-style-type: none"> • Rochester Inc., (homework folders) - \$494.50 • School Mate Student Planners - \$485.70 • Positive Promotions \$2,700 	Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$3,700
Scope of Service: All Students _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hi Avg/Hi Performing Students		Scope of Service: All Students _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hi Avg/Hi Performing Students	

<ul style="list-style-type: none"> • Summer School • After School Tutoring 	<p>Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000</p>	<ul style="list-style-type: none"> • Summer School - \$16,000 • After School Tutoring - \$10,000 • Playground Aides' \$40,000 	<p>Intervention/Character Education 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,000</p> <p>Intervention/Character Education 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40,000</p>
<p>Scope of Service Targeted Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All Students</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Playworks Physical Ed Program • STAR Science Facilitator • Character Ed Program 	<p>Character Education/Response to Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$35,000</p>	<ul style="list-style-type: none"> • Doby Boys Facilitator - \$2,100 • Still Waters (Doby Boys) - \$6,000 • Train for Thought (Doby Boys) - \$5,000 • A Beautiful Me - \$1,500 • Atlas Embroidery - \$4,500 • Gopher P.E. Equipment - \$500 • US Games - \$40 • Canyon Creek Field Trip - \$2,400 • Oriental Trading (Fun Fri) - \$600 	<p>Character Education/Response to Intervention 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Student uniforms will be purchased as an incentive for parents. G.A.T.E. program implementation for 2016-17 school year. Student music program will be implemented.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	All students will make academic progress towards English Language Arts, Mathematics, Science, and Social Studies.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Watts Learning Center Elementary School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Writing: 75% of students will score at "3" or above • MAP: 75% of students meet Spring Growth Goals and score at 50% Percentile • Less than 5% of students will score "Lo" on Spring MAP • SBAC: 50% of students will meet or exceed the standard 	Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Increase online literacy for students • Increase test taking motivation/strategies 	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	<ul style="list-style-type: none"> • Sunburst Digital (online typing/science) - \$3,552 • Scripps Spelling Bee Enrollment - \$143.50 • Go the Distance (Test Pep Rally) - \$595 • Office 360 Composition Books - \$877.50 	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$6,000
Scope of Service	School-Wide	Scope of Service	School-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> • Provide RTI for targeted students • Provide parent support/workshops 	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$25,000	<ul style="list-style-type: none"> • Summer School - \$15,435.90 • After-School Tutoring - \$8,200 • SBAC Parent Workshop • Parent Math/Science Night • Monthly Parent Meetings 	Common Core Implementation 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
Scope of Service: School-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<ul style="list-style-type: none"> • Monitor daily instruction/assessment data • Grade Level Planng • Teacher coaching/PD 	Common Core Implementation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	<ul style="list-style-type: none"> • Marzano Protocol - \$800 • Amazon Instruction/Assessment Books - \$900 • Teacher coaching/PD (Stanford University) \$20,000 	Common Core Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,000
Scope of Service: School-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	Intervention/RTI occurs at the beginning of the school year - September through April.		

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Provide additional resources and support to English Language Learners (ELL), Special Education Students and respective programs.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify									
Goal Applies to:	Schools: Watts Learning Center Elementary School Applicable Pupil Subgroups: English Language Learners/Special Education Students										
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase reclassification rates by 10% • CELDT: 75% of students will increase one proficiency level • SPED: All students will make progress towards IEP Goals 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Increased reclassification rates by 10% • CELDT: 75% of students will increased one proficiency level • SPED: All students made progress towards IEP Goals 									
LCAP Year: 2015-16											
Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
<ul style="list-style-type: none"> • Monitor academic student progress of ELL/SPED • Provide supplemental resources for ELD and SPED 	English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	<ul style="list-style-type: none"> • Brain Pop Espanol, ELL - \$2,840 • Learning A-Z (ELL Reading Solution) - \$5,431.31 • Step Grant - \$7,515.45 	English Language Development/Special Education 4000-4999: Books And Supplies Supplemental and Concentration \$16,000								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>English Language Learners</td> </tr> <tr> <td colspan="2"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	English Language Learners	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>ELL & SPED Students</td> </tr> <tr> <td colspan="2"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education Students </td> </tr> </table>	Scope of Service	ELL & SPED Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education Students		
Scope of Service	English Language Learners										
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	ELL & SPED Students										
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education Students											
<ul style="list-style-type: none"> • Provide PD in ELD/differentiated instruction 	English Language	<ul style="list-style-type: none"> • LACOE ELD Scaffold Instruction - \$218 	English Language								

	Development/Special Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	<ul style="list-style-type: none"> Special Education Services (CTA) - \$81,000 	Development/Special Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$81,218
Scope of Service <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education Students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Implement a Proficiency Level Based Class for English Language Learners (Early Bird Classes).		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	LEA will increase resources and involvement parent involvement opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Watts Learning Center Elementary School	-----		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent council participation by 5% • Increase participation in SSC/ELAC by 5% • Increase parent satisfaction by 10% 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increased parent participation in SSC/ELAC
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
• LEA will expand parent participation opportunities	Parent Involvement 2000-2999: Classified Personnel Salaries Supplemental and Concentration	<ul style="list-style-type: none"> • Parent ESL Classes - \$3,260 • Muffins w/Mom - \$100 • Donuts w/Dad - \$100 • School Reach - \$730 • Parent Appreciation Day - \$392.79 • Parent Coordinator - \$25,840 • Spinitar (poster maker) - \$948.37 	Parent Involvement 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Parent Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,000	
Scope of Service		Scope of Service		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

Scope of Service	[Greyed out]	_ All	[Greyed out]
OR: _ All _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Hire Parent Coordinator		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	LEA will increase student attendance, decrease chronic tardiness and referrals to Student Attendance Reporting Team (SART).	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Watts Learning Center Elementary School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • ADA increased by 5% • Tardies decreased by 5% 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • ADA increased • Tardiness a concern 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> • LEA will analyze absenteeism/tardiness • Implement attendance incentive program 	Parent Involmt 4000-4999: Books And Supplies Supplemental and Concentration \$2,500	<ul style="list-style-type: none"> • Pearson - \$73 • Student Perfect Attendance Incentives - \$500 • School Reach - \$730 	Attendance Improvement 4000-4999: Books And Supplies Supplemental and Concentration \$1000 Parent Involmt 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Increase incentives for parents to improve attendance. Acknowledge students monthly for perfect attendance.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$642,829</u>
<p>The LEA has 83 English Language Learners, 348 low income students, and 3 foster youth students; with a total school unduplicated enrollment of 358. Total funding for unduplicated pupils in 2016-2017 is \$642,829, and the proportionality percentage is 25.46. All “Additional Annual Actions” are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/improved actions/services. Targeted subgroups will benefit from supplemental funding through:</p> <ul style="list-style-type: none"> • Professional Development for Teachers • Supplemental materials and supplies • Intervention materials to be used at the school site to address reading deficiencies • Leveled libraries will be purchased with ELA reading interventions • Substitute teachers for teacher release time and extra assignment hours as needed • Materials required for ELA reading intervention • Parent education • Differentiated instruction to improve students’ reading, math, and writing 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

25.4 6	%
<p>Service to English Language Learners, Low Income, and Foster Youth students will increase in the LCAP year through a larger allocation in funding enabling the LEA to increase</p>	

staff development, resources, and materials directly provided for the unduplicated students. Total funding for unduplicated students for the 2016-2017 school year is \$642,829 and the proportionality percentage is 25.46%. In addition, the LEA will be providing more services to all student due to the increase in base funding.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual				- Total
All Funding Sources	189,110.00	575,718.00	686,100.00	560,000.00	560,000.00	1,806,100.00
	15,750.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	173,360.00	575,718.00	656,100.00	530,000.00	530,000.00	1,716,100.00
Title I	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual				- Total
All Expenditure Types	189,110.00	575,718.00	686,100.00	560,000.00	560,000.00	1,806,100.00
	15,750.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	30,000.00	171,500.00	175,500.00	175,500.00	175,500.00	526,500.00
2000-2999: Classified Personnel Salaries	0.00	66,000.00	90,000.00	90,000.00	90,000.00	270,000.00
4000-4999: Books And Supplies	133,360.00	227,200.00	310,600.00	184,500.00	184,500.00	679,600.00
5000-5999: Services And Other Operating Expenditures	0.00	1,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	110,018.00	110,000.00	110,000.00	110,000.00	330,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual				- Total
All Expenditure Types	All Funding Sources	189,110.00	575,718.00	686,100.00	560,000.00	560,000.00	1,806,100.00
		15,750.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	171,500.00	145,500.00	145,500.00	145,500.00	436,500.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	66,000.00	90,000.00	90,000.00	90,000.00	270,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	133,360.00	227,200.00	310,600.00	184,500.00	184,500.00	679,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual				- Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	10,000.00	110,018.00	110,000.00	110,000.00	110,000.00	330,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).