

**Introduction:**

**LEA:** Citizens of the World [Hollywood]      **Contact:** Mark Kleger-Heine, Executive director, 323-464-4063      **LCAP Year:** 2016-17

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

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Citizens of the World [Hollywood] used various outreach strategies to ensure community stakeholders were engaged throughout the LCAP process. A total of 10 meetings were held throughout the school year in the effort to encourage participation on behalf of staff, parents, and community.</p> <p>Informational sessions, program reviews, and input sessions were held were hosted by the school from during the 2016 school year from March through May. Stakeholders who attended meetings were provided with: 1) introduction to the LCAP and the annual process, 2) a review of 2015-16 LCAP goals, 3) were asked to participate in discussion of the revisions to LCAP goals for 2016-17, 4) received an overview of the 2016-17 annual budget, and 5) participated in discussions in which stakeholder input and feedback was collected and recorded. A full list of the LCAP meetings is noted in this section below.</p>	<p>After 10 meetings focused on LCFF and LCAP, Citizens of the World [Hollywood] identified common themes expressed by stakeholders. These themes included:</p> <ul style="list-style-type: none"> <li>• Ensuring students had access to standard-aligned materials</li> <li>• Ensuring students had access to high-quality teachers</li> <li>• Strengthening of student achievement</li> <li>• Parent engagement</li> <li>• Creating a safe and positive learning environment for students</li> </ul> <p>The LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied</p>

March 3, 2016  
Leadership Team Meeting: *2016-17 LCAP Goal and Budget Development*

April 25, 2016  
Lead Teachers, Enrichment Teachers & Support Staff *2016-17 LCAP Goal and Budget Development, Round 1*

April 26, 2016  
General Parent Meeting (Morning Session): *2016-17 LCAP Goal and Budget Development, Round 1*

April 27, 2016  
Teaching Associate Meeting: *2016-17 LCAP Goal and Budget Development*

April 28, 2016  
General Parent Meeting (Evening Session): *2016-17 LCAP Goal and Budget Development, Round 1*

May 10, 2016  
Title I & Parents of English Language Learners: *2016-17 LCAP Goal and Budget Development*

May 9, 2016  
Principals Council Budget Development Meeting

May 11, 2016  
Lead Teachers, Enrichment Teachers & Support Staff: *2016-17 LCAP Goal and Budget Development, Round 2*

May 17, 2016  
General Parent Meeting (Morning Session): *2016-17 LCAP Goal and Budget Development, Round 2*

to the academic data and needs of our students.

<p>May 19, 2016 General Parent Meeting (Evening Session): <i>2016-17 LCAP Goal and Budget Development, Round 2</i></p> <p>May 25, 2016 LCAP presented to the CWCLA Board</p> <p>June 1, 2016 Final Staff Meeting: <i>2016-17 LCAP Goal and Budget Development - Finalized</i></p> <p>June 22, 2016 LCAP approved by the CWCLA Board</p> <p>June 30, 2016 LCAP submitted by LAUSD deadline</p> <p>Citizens of the World [Hollywood] created goals and metrics that include: NWEA assessment data, attendance rates, suspension and expulsion rates, parent survey data, and subgroup data for the metrics that targeted student populations including low-income pupils, English Learners, Foster Youth, and Redesignated Fluent English Proficient.</p> <p>The LCAP preliminary draft was presented at a board meeting on May 25, 2016, which was available for public review.</p> <p>The Citizens of the World – Los Angeles Board will approve the LCAP and Annual Update on June 22, 2016.</p>	
<p><b>Annual Update:</b></p> <p>The involvement process of stakeholders led to opportunities for input and collaboration. Stakeholders of Citizens of the World – Hollywood, including parents, faculty and staff were involved in the analysis of the school and program and contributed to the progress toward the goals set forth in the Annual Update.</p>	<p><b>Annual Update:</b></p> <p><i>The program updates and progress noted in the annual update were included in the overall LCAP engagement session noted above.</i></p> <p>After 16 meetings focused on LCFF and LCAP, Citizens of the World [Hollywood] identified common themes</p>

<p>The school used the NWEA quantitative data for the goal setting process. Additionally, the school is monitoring attendance rates, and suspension and expulsion rates, as these are indicators of school culture and parental involvement.</p> <p>Scheduled meetings were held to allow stakeholders to participate in ongoing support of LCAP goals and evaluate the implementation and success of these goals.</p>	<p>expressed by stakeholders. These themes included:</p> <ul style="list-style-type: none"> <li>• Ensuring students had access to standard-aligned materials</li> <li>• Ensuring students had access to high-quality teachers</li> <li>• Strengthening of student achievement</li> <li>• Parent engagement</li> <li>• Creating a safe and positive learning environment for students</li> </ul> <p>The LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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



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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

<b>GOAL #1:</b>	LEA will provide all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<ul style="list-style-type: none"> <li>• To ensure all students have access to fully credentialed teachers.</li> <li>• To ensure all students have access to instructional materials that align with state standards.</li> <li>• To ensure all students have access to safe facilities to cultivate a positive learning environment.</li> </ul>	
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners,	

pupils with disabilities, and foster youth.

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- LEA will ensure 100% of students are taught by highly qualified teachers.
- LEA will retain 85% of highly qualified lead teacher who do not relocate outside of Los Angeles..
- The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LEA will only hire teachers holding a bachelor's degree, credentials in core subjects and have subject matter competency.	LEA-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 proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Salaries of \$1,100,000 to be paid by LCFF base grant (Object 1110)
To retain 85% of highly qualified lead teachers, LEA will offer various incentives, such as flexible professional development opportunities throughout the school year, and provide coaching for staff to help with the maximization of performance.	LEA-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 proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	School Administrator Salaries of \$190,000 to be paid by LCFF base grant (Object 1300).  Staff-driven professional development opportunities of \$5,000 to be paid by LCFF base

			grant (Object 5200)
The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS or other adopted state materials.	LEA-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 proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Textbooks, Curriculum, Books, and Other Reference Materials of \$16,000 to be paid by LCFF base grant (Object 4110 and 4210)
LEA will create a positive work environment where teachers will have the ability to contribute and voice their opinions to continue the growth and development of the school and its curriculum.	LEA-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 proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No expenditures budgeted.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

GOAL #2:	LEA will strengthen student achievement through implementation of Common Core State Standards (CCSS) and various assessments.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	<ul style="list-style-type: none"> <li>To monitor and support all students in the required implementation of California’s academic standards.</li> <li>To strengthen the implementation of CCSS within grade levels and through vertical learning opportunities.</li> <li>To strengthen the ability to meet the needs of English Language Learners</li> </ul>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>100% of all classes be administered all network required NWEA assessments during all 3 administration periods.</li> <li>70% of all grade level NWEA assessments will show 50% or more of students met or exceeded NWEA’s national norm.</li> <li>70% of all grade level NWEA assessments will show 40% or more of students exceeded their NWEA Fall to Spring growth projections as determined by NWEA.</li> <li>100% of students identified as performing below standards will receive extra support in the form of tutoring, small groups, and 1:1 assistance.</li> <li>100% of students with an IEP will receive all services as stipulated in their IEP.</li> <li>LEA will monitor English Learner adequate progress through assessment.</li> <li>LEA will appropriately track Annual Measurable Achievement Objectives 1 data to ensure English Learner students make adequate progress.</li> <li>School reported English Learner Reclassification rates will be at least 10% on average over the previous 3 years.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LEA will administer network required NWEA assessments.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR:	See School Administrator

		<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)_____	Salaries listed above and Assessment Associate (Object 2400).  NWEA Assessment budgeted to be \$5,000 and to be paid for by LCFF base grant (Object 4310)
LEA will ensure there are adequate SPED resources and personnel to provide required services to students with IEPs.	LEA-Wide	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education Students</u>	RSP Teacher and Special Education staff of \$300,000 to be paid by AB 602 and LCFF base grant (Object 1110, 1200, 2100).

			SPED Consultants of \$115,000 to be paid by AB 602 and IDEA (Object 5851)
LEA will provide professional development opportunities for teachers to deepen their knowledge of the common core state standards.	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	See School Administrator Salaries listed above.  Professional Development opportunities provided by CWC Regional Support Office to be paid by LCFF base grant (Object 7311)
LEA will continue to strengthen the ability to meet the needs of all learners through differentiation, small group instruction and/or intervention/enrichment.	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	See above for Teacher Salaries.  Teaching Associate and Intervention



			<p>Teacher Salaries of \$375,000 paid for by Title I, LCFF Supplementa I, Fundraising, and LCFF Base (Object 2100 and 1110)</p> <p>Reading Intervention Program Stipends of \$17,000 paid by LCFF Supplementa I (Object 1175)</p>
LEA will monitor English Learner (EL) adequate progress through assessments (i.e., English language development assessment tools, progress monitoring tools, California English Language Development Test Proficiency) utilized during the school year, to modify instructional practice to meet the needs of EL students. LEA will target students who require intervention and students in need of enrichment.	LEA-Wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	See above for Teacher Salaries and Intervention Teacher.
LEA will appropriately track Annual Measurable	LEA-Wide	<input type="checkbox"/> ALL	See above

Achievement Objectives 1 data to ensure English Learner students make adequate progress.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	for School Administrators.
LEA will provide supports necessary to increase the reclassification rates of English Learners at least 10% on average over the next 3 years by providing supports for English Learners, Standard English Learners, and struggling readers, inclusive of reclassified fluent English proficient students (RFEPS).	LEA-Wide	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See above for Intervention Teacher Salaries.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL	

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

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
		__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
		__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	

<b>GOAL #3:</b>	LEA will encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the educational programs of students.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<ul style="list-style-type: none"> <li>To ensure parents are involved in the decision-making process in the educational programs offered to</li> </ul>	

	students. <ul style="list-style-type: none"> <li>To engage parents in the participation of various volunteer opportunities to support the student learning environment.</li> </ul>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>At least 80% of parents who participate in the CWC LA Parent Survey will report feeling welcomed at their campus.</li> <li>At least 75% of parents who participate in the CWC LA Parent Survey will report they feel the school challenges their child academically.</li> <li>On average, parents will volunteer at least 5 hours per child throughout the school year.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LEA will provide opportunities to educate and engage parents through school events, meetings, volunteer opportunities, and surveys.	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	See School Administrator and Teacher Salaries listed above
LEA will engage staff and larger community in work related to define diversity and equity as it relates to how our school mission and its impact on programs, initiatives and school-wide events and communication.	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	See School Administrator and Teacher Salaries listed above
Parents will volunteer throughout the school year.	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	None

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL #4:	LEA will support student engagement and create a safe and positive learning environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<ul style="list-style-type: none"> <li>To maintain a safe and positive learning environment.</li> <li>To sustain, reduce, and/or maintain the low number of student suspensions and expulsions.</li> <li>To achieve or maintain school attendance rates that support student learning.</li> </ul>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>An average attendance rate of at least 94%.</li> <li>No significant subgroup (ELL, SPED, low-income) will be above 5% in suspension rates and 5% expulsion rates.</li> <li>School wide chronic absenteeism rates will not be above 10%.</li> </ul>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	LEA will notify parents of their child's attendance	LEA-Wide	<input checked="" type="checkbox"/> ALL
			Budgeted Expenditures
			See above

<p>and provide positive reinforcement and supports to encourage a high rate of attendance.</p>		<p>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>for School Administrator Salaries.   Operations staff salaries of \$115,000 paid by LCFF Base (Object 2400)</p>
<p>LEA will continue to provide student expectations designed to promote positive behaviors, and utilize a system for acknowledging and encouraging appropriate behaviors. Staff and school administration will have a clear understanding of how behaviors will be managed in the classroom, develop a plan to apply consistent consequences, and create a system for collecting and reviewing data to determine the success or required modification of the approach.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>See above for School Administrator and Teacher Salaries.</p>
<p>LEA will generate sufficient net income to build cash reserves and/or continue to make improvements in facilities.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>No expenditures</p>
<p>LEA will implement an attendance improvement process supported by office support staff that will monitor truancy and chronic absenteeism using a new student information system, Illuminate.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>See Operations staff salaries above.</p>

Teachers and school administrators will also intervene through various parts of the process to curtail the progression of the absenteeism rate.

Student Information System expenditures of \$5,000 paid by LCFF Base (Object 5850)

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	



**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

**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 from prior year LCAP:	GOAL#1: LEA will provide all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.		Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• LEA will ensure 100% of students are taught by highly qualified teachers.</li> <li>• LEA will retain 85% of highly qualified lead teacher who do not relocate outside of Los Angeles.</li> <li>• The school will provide 100% of students</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• All students were taught by teachers who met the highly qualified requirements.</li> <li>• LEA retained 100% of the highly qualified lead teachers during the 2015-16 school year.</li> <li>• The school provided all students with access</li> </ul>	

	with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program.		to 100% of standards-aligned instructional materials necessary to participate in the education program.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>LEA will offer various incentives, such as flexible professional development opportunities throughout the school year, and provide coaching for staff to help with the maximization of performance to retain lead teachers.</p>	<p>Professional Development budgeted to be \$20,000 (Object 5200 and 5850) and School Administrator Salaries of \$175,000 (Object 1300)</p>	<p>Each teacher receives coaching and observation bi-weekly. Like all teaching associates, teachers also receive regular coaching and feedback. Each teacher develops professional goals and creates a plan to meet them with their coach. Teachers are provided with the opportunity to collaborate to set professional development goals and provide input on professional development agendas. Teachers participate in collaborative decision making around many instructional topics. Use of professional development structures such as, Critical Friends Group and Professional Learning Communities, are used to foster collaboration between teachers and share good practices. Weekly professional development is held and 5 professional development days throughout the year.</p>	<p>School Administrators salary of \$185,000 (Object 1300).  Teacher salaries of \$1,125,000 (Object 1110)  Professional Development of \$10,000 (Object 5850)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>LEA-Wide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>LEA-Wide</p>

LEA will make appropriate purchases of standards-aligned instructional materials to ensure all students have access to participate in the instructional program.		Curriculum, books, and other reference materials budgeted to be \$25,000 (Object 4110 and 4210)	All materials purchased were common core aligned.	Curriculum, books, and other reference materials of \$28,000 (Object 4110 and 4210)
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The LEA will follow through with the continuation of these practices to align LEA with its missions and goals.		

Original GOAL from prior year LCAP:	GOAL #2: LEA will strengthen student achievement through implementation of Common Core State Standards (CCSS) and various assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.	
Expected	• 100% of all classes be administered all	Actual
		• 100% of all classes were administered all

<p>Annual Measurable Outcomes:</p>	<p>network required NWEA assessments during all 3 administration periods.</p> <ul style="list-style-type: none"> <li>• 70% of all grade level NWEA assessments will show more than 50% of students met or exceeded NWEA’s national norm.</li> <li>• 70% of all grade level NWEA assessments will show more than 50% of students exceeded their NWEA Fall to Spring growth projections as determined by NWEA.</li> <li>• 100% of students identified as performing below standards will receive extra support in the form of tutoring, small groups, and 1:1 assistance.</li> <li>• 100% of students with an IEP will receive all services as stipulated in their IEP.</li> </ul>	<p>Annual Measurable Outcomes:</p>	<p>network required NWEA assessments during all 3 administration periods.</p> <ul style="list-style-type: none"> <li>• 81.2% of all grade level NWEA assessments demonstrated more than 50% of students met or exceeded NWEA’s national norm.</li> <li>• 12.5% of all grade level NWEA assessments demonstrated more than 50% of students exceeded their NWEA Fall to Spring growth projections as determined by NWEA.</li> <li>• 100% of students who were identified as performing below standards and received extra support in the form of tutoring, small groups, and 1:1 assistance.</li> <li>• 100% of students with an IEP received all services as stipulated in their IEP.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Training – To ensure all classes administer NWEA assessments, teachers will have access to professional development to gain a better understanding of the assessments and technology required for the administration of assessments.</p>	<p>School Administrator Salaries and Technology Associate budgeted to be \$200,000 (Object 1300, 2400)</p> <p>NWEA Assessment</p>	<p>Technology, Data and Assessment Associate works with teachers to implement all NWEA assessments along with Assistant Principal support on scheduling, etc. Curriculum maps are aligned to CCSS and progress is then measured through NWEA.</p>	<p>School Administrator Salaries and Technology Associate of \$215,000 (Object 1300, 2400)</p> <p>NWEA Assessment budgeted to</p>

		budgeted to be \$5,000 (Object 4310)		be \$5,000 (Object 4310)
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will create curriculum to align with NWEA standards, provide differentiated instruction, and provide instructional supports to ensure students reach target assessment goals.		Teacher salaries budgeted to be \$1,100,000 (Object 1110)	Each grade level had lead planners that created long-term plans aligned to NGSS and CCSS and reviewed teacher lesson plans weekly to ensure that differentiated instruction and instructional supports would meet student targets.	
Scope of service:			Scope of service:	
LEA-Wide			LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Intervention/ ELD Coordinator salary of \$75,000 (Object 1110)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The LEA will follow through with the continuation of these practices to align LEA with its missions and goals.		

Original GOAL from	GOAL #3: LEA will encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the educational	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__
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prior year LCAP: programs of students. COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

Goal Applies to: Schools: All  
Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>At least 80% of parents who participate in the CWC LA Parent Survey will report feeling welcomed at their campus.</li> <li>At least 75% of parents who participate in the CWC LA Parent Survey will report they feel the school challenges their child academically.</li> <li>On average, parents will volunteer at least 5 hours per child throughout the school year.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>83% of parents who participated in the CWC LA Parent Survey reported feeling welcomed at their campus.</li> <li>80% of parents who participated in the CWC LA Parent Survey reported they feel the school challenges their child academically.</li> <li>On average, parents volunteered at least 5 hours per child throughout the school year.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
LEA will create opportunities for parents to participate, volunteer, and feel welcomed at the school site through events such as: parent committee meetings, Cafecito, board meetings, fundraising events, and student led events.	See above for Administrator and Teacher Salaries.  Operations Salaries \$115,000 (Object 2400)	Cafecitos were scheduled throughout the year and held in Korean, Spanish, and English on a monthly basis. Parent Education Nights and Coffees also consistently held in addition to numerous committee meetings and special events in which parents are included. LCAP and budget input meetings are also held all spring to get input on strategic priorities for the organization as we plan for the coming year.	See above School Administrators and Teacher Salaries.	
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
LEA will create opportunities for parents to understand the challenging curriculum offered at the school site through one-on-one parent conferences, Open House events, and parent communications.		See above School Administrator and Teacher Salaries.	LEA held events such as Back to School Night, Curriculum Series (6 parent workshops focusing on different subject area), parent teacher conferences, and Student Exhibition Night.		See above School Administrators and Teacher Salaries.
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The LEA will follow through with the continuation of these practices to align LEA with its missions and goals.			

Original GOAL from prior year LCAP:	GOAL #4: LEA will support student engagement and create a safe and positive learning environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth.		
Expected Annual Measurable	• An average attendance rate of at least 94%.		Actual Annual Measurable	• The LEA attendance rate for the 2015-16 school year reached an estimated rate of



Outcomes:	<ul style="list-style-type: none"> <li>No significant subgroup (ELL, SPED, low-income) will be above 5% in suspension rates and 5% expulsion rates.</li> </ul>	Outcomes:	<p>95%.</p> <ul style="list-style-type: none"> <li>Suspension rates for the following significant subgroups are as follows: <ul style="list-style-type: none"> <li>ELL – Less than 1%</li> <li>SPED – Less than 1%</li> <li>Low-income – Less than 1%</li> </ul> </li> <li>Expulsion rates for the following significant subgroups are as follows: <ul style="list-style-type: none"> <li>ELL – 0%</li> <li>SPED – 0%</li> <li>Low-income – 0%</li> </ul> </li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
LEA will train office support staff to monitor attendance for truancy. Office support will send notifications to households and follow-up with parents via phone. Teachers and school administrators will also intervene through various parts of the process to curtail the progression of the truancy rate and maintain the attendance rate of at least 94%.	See above School Administrator salaries and for Operations staff salaries.	Mechanisms were set in place to monitor attendance and communicate to families whose children are consistently tardy or absent. This is done with the Office Coordinator and the Assistant Principal.	See above for School Administrator salaries  Operations staff salaries of \$120,000 (Object 2400)
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		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>LEA will train teachers to intervene and implement behavior modification interventions in cases where student behaviors may lead to offenses classified for suspension and/or expulsion to maintain low suspension and expulsion rates.</p>	<p>See above for School Administrator and Teacher salaries</p>	<p>All behavior referrals were tracked by administration and members of the SST. A system of behavior management (based in restorative discipline) was developed and implemented resulting in low suspension and expulsion rates.</p>	<p>See above for School Administrator salaries.</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The LEA will follow through with the continuation of these practices to align LEA with its missions and goals.</p>		

**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:	\$ 240,420
LEA will expend these funds to pay for a portion of the wages and benefits of Intervention Teacher, classroom Teaching Assistants, and reading intervention program. In addition, LEA will use funds to offset the lost revenue resulting from smaller than normal class sizes for the 4 <sup>th</sup> and 5 <sup>th</sup> grade classrooms. All of these expenditures are related to the actions the LEA takes to improve student achievement and meet the needs of all learners through differentiation, small group instruction and/or intervention/enrichment. The expenditures provide services to low income, foster youth, and English learner pupils that are integrated into the instructional program the school offers, allowing educators to understand the needs of low income, foster youth, and English learner pupils and to provide targeted assistance to these students.	

- 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.

7.97	%
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LEA must increase or improve services by 8.0% above the services provided to all students. LEA meets the proportionality percentage by spending funds to pay for a portion of the wages and benefits of Intervention Teacher, classroom Teaching Assistants, and reading intervention program. In addition, LEA will use funds to offset the lost revenue resulting from smaller than normal class sizes for the 4th and 5th grade classrooms. These expenditures provide additional services to low income, foster youth, and English learner pupils.

#### **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).