

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Community Preparatory Academy (CPA) is a public charter school authorized by Los Angeles Unified School District. CPA opened in 2014 and currently enrolls 267 students in grades K-8. CPA is located between two sites in Los Angeles and in Carson. CPA will be submitting a Charter Renewal to LAUSD during the 2018-19 school year.

The curriculum at CPA is based on the California State Common Core Standards (CSCCS) and delivered through a STEAM framework with an emphasis on cultural responsiveness. Community Preparatory Academy implements a STEM focused curriculum with integrated arts in all grades.

In March 2018, CPA began the strategic planning process to develop direction and priorities for the school over the next five years. Periodic meetings have been held with staff, parents and board members to assess the school's current strategic positions and to formulate a vision of the future. This strategic planning task force reached consensus about CPA's strategic goals in June 2018. The plan is monitored and updated to reflect new challenges or opportunities.

LCAP Highlights

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

The key features of this year's LCAP include support for teachers to ensure that CPA's students are receiving quality instruction. A focus on student achievement includes LCAP goals that provide standards aligned instructional materials as well as professional development for teachers to use the materials in the most advantageous way. Continued support for the social and emotional aspect of learning includes implementing the Leader In Me curriculum and educating parents on the importance of attending school regularly. When students feel safe at school, they attend and learn. Increasing resources and services to students, parents and teachers will provide a sense of safety, school connectedness and increase student motivation.

Review of Performance

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

Greatest Progress

State Priorities #3,5 & 6

The implementation of the Leader In Me (LIM) program supports the CPA instructional philosophy and curricular framework. Teachers conduct regular class meeting to check in with students and to brainstorm solutions, not consequences, to concerns. All teachers receive training in the implementation of LIM. Every teacher is engaged in focused small group work; shared class meeting planning and problem solving grade level challenges from a LIM trainer.

The Social and Emotional Learning (SEL) Committee, comprised of teachers, administrators and parents support all aspects of LIM in delivering monthly assemblies, under the direction of Mr. Ed Cabil. Topics include bullying, peer relationships, establishing a positive school culture, understanding individual learning strengths and styles, transitioning to the middle school.

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

Greatest Needs

An increase in the number of students performing below grade level has resulted in CPA developing, implementing, and monitoring systems to provide intervention programs in both ELA and Math. Dedicated time during the instructional day for schoolwide intervention support with focus on subgroups, EL and special Ed student needs has provided opportunities to directly address learning needs. These efforts will result in a greater number of students meeting or exceeding state standards.

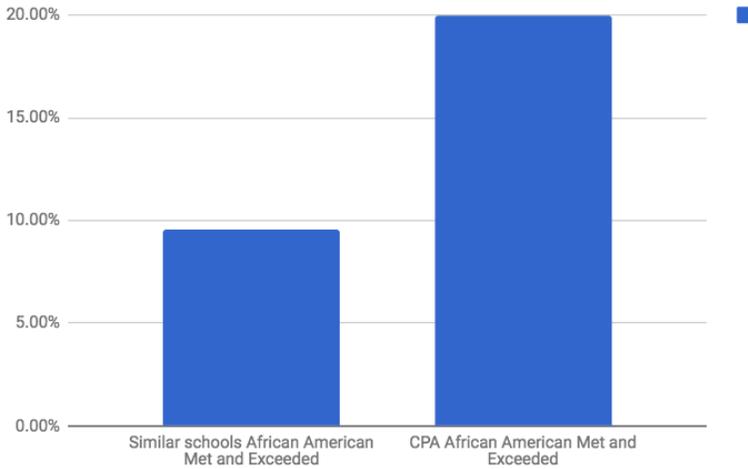
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We have been successful in shifting the mindset of our instructors from having students passively participate to active participation with the gradual release of responsibility model. This model forces teachers to release some of the control in the classroom to ensure that students are in control of their learning. The model directs teachers to speak for just 10 minutes showing the steps of how to work through a problem called the “I do.” Following the short I do portion of the lesson, teachers present the scenario where the learning can happen. This is the longest portion of the lesson and allows for students to get out of their seats, talk, and manipulate information, this is where mistakes are encouraged so that we can discuss them as a class. This portion of the lesson is called the “we do” portion of the lesson. Lastly, the “you do” portion of the lesson students are encouraged to attack the problems head on by themselves while teachers work in small groups with students who have demonstrated difficulty considering the objective.

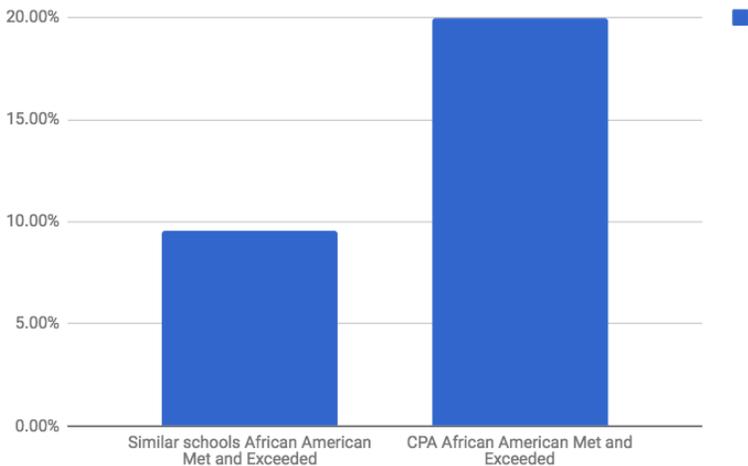
As our teachers were learning the new model we experienced some academic inconsistency. However, when compared to our counterparts we have demonstrated a much better track record in ensuring our students are developing academically. While we were pushing our learner groups we still far outpaced the district similar schools with our schools in math being 3 times higher for the populations served and our ELA scores being 2 times higher during the 2017 testing period.

Math:



ELA:

This year as our teachers have developed better fluency with our model our test scores have been trending upward with both Math and ELA scores. Currently, based on internal diagnostic data we are showing 2 times the growth as we did at this time last year in Math. And our ELA growth we are showing slightly less than double the growth from last year.



Many students have come to us substantially below grade level; most of which range from at to substantially below the poverty line. Our students were dejected and were used to being lectured to. However, that strategy didn't result in student achievement or engagement. Born out of the unique needs of our students and school community we sought Student-Based Learning. Drawing inspiration from an article entitled "Never Say Anything a Kid Can Say," written by Steven Reinhart, Student-Based Learning acknowledges the fundamental truth that the person who is speaking, explaining, and otherwise most actively involved with the learning material is the individual who is learning the most. Therefore, it challenges traditional, "sage on a stage" teaching where the teacher simply lectures for a majority of the class time while students passively listen and take notes.

Students must be active participants in their learning if we expect them to be interested in the material, retain what they have learned, and make extensions and deep connections with the material beyond what is simply given to them by the teacher or textbook. In order to encourage Student-Based Learning at CPA, we trained the teachers on effective questioning strategies including how to create effective questions which are scaffolded towards the learning objectives and how to effectively ask questions to get all students thinking. These strategies also encouraged more thoughtful answers. We trained teachers on how to replace lectures and passive learning strategies with sets of questions, and more active, inquiry and project based learning strategies which is reinforced by our curriculum. Finally, we coached teachers on how to have students derive meaning and inferences from guided clues rather than providing solutions and facts for the students to memorize.

Increased or Improved services

Our students are dedicated to a cultural mind-shift. We undergo school-wide Leader in Me training. A training committed to 8 principles includes explaining students how to budget their time and resources and how to solve problems with other students. Our students receive awards representing the most outstanding in each of the 8 principles. All of our learner groups are represented at our award ceremonies as it is important that the entire community honor those that represent the most outstanding in these principles. An additional element to our students' cultural mind-shift has been PlayWorks. Our partnership with PlayWorks has shown our students how to be responsible and have old fashioned fun on the playground. As you walk around our playground you feel the joy and laughter as students are playing actual games from hopscotch, to 4 squares, and even handball. PlayWorks has taken the principles that we hold near and dear in the classroom and have executed them on the playground. Frequently, you will see students solve playground quibbles by using rock, paper, scissors. All of our learner groups have been dedicated to a mindset shift which provides the opportunity for an academic shift.

We have found success in the implementation of the Leader In Me program where students are empowered to become leaders in the classroom, the home, and the school community. Students are taught the seven habits of highly effective children. Students use the 7 habits of highly effective children in conjunction with our aspiration of the month program all mixed with restorative justice principles to govern their behaviors and hold themselves and each other accountable. As a result, we have seen decreased behavior issues and less need for targeted behavior interventions across both sites.

One of the intricate parts of our model is centralized behavior management including the programs we discussed earlier with Leader In Me and PlayWorks. However, our academic support is centralized for consistency in oversight. Our professional development is done in 2 segments: lights on and lights off. Lights on professional development discusses elements covered when students are present mainly instruction and classroom culture. While, lights off discusses everything that students don't see like planning and teacher responsibilities. We believe the best ways to build teachers is through an observation and feedback cycle in conjunction with professional development. Each of our teachers is observed once a week and sits with an

academic leader and discusses ways in which they can get better. Teachers are provided with Action steps which accelerate their development. Research has shown that teachers improve quickly when schools take to this model.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 4,356,622.57
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,356,622.57

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

All have been included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,463,735.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching, ensuring Highly Qualified Teacher (HGT) status.

Annual Measureable Outcomes

Expected	Actual
All teachers will be fully credentialed	All teachers are fully credentialed or in progress to be highly qualified. Teachers are enrolled in induction programs to clear credentials.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CSET, CBEST, CTEL	Credential review for new teachers.	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

New teachers are employed on Intern Permits and have a 1 to 2 year plan to work on clearing their preliminary credential issues by the CTC as well as a plan to receive EL authorization.

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

Teacher credentialing is reviewed by the Los Angeles Unified School District during annual oversight.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Educator Effectiveness funding supports teacher credentialing. Educator effectiveness funding totaled \$

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

Teacher credentialing will continue to be a priority for CPA

Goal 2

All students will have access to standards aligned instructional materials

Annual Measureable Outcomes

Expected	Actual
Standards aligned instructional materials will be purchased to facilitate access to the common core standards.	Instructional practices and student learning was improved with the purchase of math resources materials and English language arts materials.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of math consumables, teacher kids, intervention kits	Math consumables, teacher kits, intervention kids and reading intervention kits has been purchased	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Standards aligned instructional materials were acquired to facilitate access to the common core. School provides students with state approved textbooks and provides teachers with standards aligned scope and sequence for instruction in math and English language arts.

The percentage of students at proficiency in math will increase by 15%.

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

All teachers attended professional development with mentor support. CPA provided weekly collaborative planning time to teachers for planning instruction on the state academic standards and developing extended learning opportunities that provide students with remediation, reinforcement, or extension of learning goals during implementation of core content. Professional Development sessions held in August prior to the start of the school year included training on effective Language Arts and Math program implementation and strategies to support the needs of students performing below grade level and the literacy and language needs of English learner students. Feedback from teachers indicate they feel more prepared to provide all students with access to the rigorous academic standards, including opportunities for critical thinking, problem solving, and communicating reasoning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

English Language Arts intervention materials were purchased in addition to math materials.

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

English language arts purchases occurred to provide consistency in curriculum across grade levels and access to intervention.

Goal 3

All teachers will enhance their instructional practice through participating in various professional development trainings that focus on the implementation of the Common Core Standards and 21st Century teaching and learning.

Annual Measureable Outcomes

Expected	Actual
All teachers will enhance their instructional practice through professional development in all content areas and support offerings	Teachers were provided the necessary training to deliver CPA curriculum framework.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Workshop attendance	Professional Development was attended by all new staff, returning staff and administrators	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Communicate to staff that the CPA curriculum framework is the method of delivering instruction to ensure academic rigor. Provide regular training for all teachers and administrators.

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

Professional Development creates more effective teachers and administrators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional expenditures occurred due to more beginning teachers being hired than originally planned.

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

Actions and services for this goal will fully implemented as planned.

Goal 4

All teachers will participate in ELD Standards Professional Development

Annual Measureable Outcomes

Expected	Actual
Participation in Guided Language Acquisition Development (GLAD) training.	All teachers attended training in GLAD
Development of Grade Level Curriculum Maps which define ELD Standards	Teachers worked collaboratively to development Grade Level curriculum maps inclusive of ELD standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
GLAD training	GLAD training	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Professional development in GLAD training was provided for all teachers

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

Strategies to better instruct English learners in a general education setting is essential to increasing language proficiency and student achievement. English Learner/Intervention Coordinator provided professional development and support for teachers and administrators on the implementation of the new English Language Development standards, including training on integrated language development during core instruction and designated language development.

Teacher feedback is positive. Teachers report EL/ GLAD strategies as beneficial to all students. Academic support provided through push-in and pull-out

English Learner Program Coordinator provides training and support for teachers and administrators in the implementation of the new English Language Development standards through staff meetings and push-in time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences

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

The goal will continue as our increase in English Learners enrolled continues. EL Coordinator to monitor under-performing EL students and refer EL students to the Student Study Team if they are not making annual progress towards English proficiency.

Goal 5

To provide additional extended day programs for English Learners, socio-economically disadvantaged students and students with disabilities.

Annual Measureable Outcomes

Expected	Actual
An extended day program will be in place to provide students with academic support in order to close the achievement gap.	The extended day program was not instituted as planned for the entirety of the school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extended day opportunities for the entire school year	Provided extended day opportunities in the Fall Semester	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

School will provide under-performing students with extended day intervention and use positive behavior pre-referral interventions, counseling services, and early identification reports to address the needs of under-performing students. EL and C&I Coordinator coordinates extended day intervention program services at CPA for at-risk and under-performing students.

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

Extended day opportunities provided English Learner, at-risk and underperforming students with designated instruction that addressed the literacy and math needs. Program has the potential to meet expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

None.

Goal 6

To increase parental involvement through translated communications and parent training workshops

Annual Measureable Outcomes

Expected	Actual
Parent participation in workshops and activities will be increased.	Parent participation increased due to engaging workshop topics and incorporating parent feedback.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent workshops, translations	Parent workshops, parent support	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Students benefit from increased parent engagement at school.

Teachers and school administrators promote communication with parents through FreshSchools portal and school/teacher websites, email, text messages, newsletters, and social media communication tools. CPA school administration provide multiple pathways for parents to learn about and get involved in stakeholder input opportunities and school programs and activities.

School administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at school.

CPA engages parents in the school community by promoting parent participation in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities. Parent involvement is increased through translated communications.

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

School administrators improved the engagement of parents of CPA community including English learners, foster youth, and low income student group families at parent education events or parent group meetings through targeted outreach (phone calls, personalized invitations, website, e-mail blasts, CPA Facebook. Childcare was provided for school age children during parent evening educational opportunities.

Parent University meetings were held quarterly to address a variety of topics.

Regular communication was promoted through newsletters, e-mail blasts, social media, and school websites. An effort to reach more families that may not be connected with schools was discussed and supported through Administrative Cabinet.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Parent focus groups are held on improving school climate, student outcomes, and overall performance. Compliance documents were translated in Spanish.

Goal 7

To increase student attendance and decrease chronic tardies, truancies and absenteeism

Annual Measureable Outcomes

Expected	Actual
Dean of Students will focus on attendance as part of the job description.	Dean of Students worked with staff to emphasize and support attendance policies and procedures.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Development of school attendance program	Implementation of school attendance program	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implemented a system to monitor attendance and tardies.

Began to investigate a Student Attendance Review Board (SARB) process.

School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and services through regular teacher e-mails, , school website, email blasts, text messages, newsletters, and social media communication tools.

Improvements and additions to the existing actions consist of increasing the Instructional Assistants hours as well as hiring

Provide coaching for all teachers and coordinators and support for implementation under the Triadic Agreements for students who are consistently tardy.

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

A new procedure was implemented utilizing a member the office staff exclusively to monitor morning attendance including tardies and truancies. Truancy/ tardy rate did not change significantly. Program will be modified for following year.

SARB process updated in Parent/ Student Handbook.

SARB process never fully implemented. Will be looked into for 2017-2018 school year.

A school-wide attendance incentive was not implemented 2016-2017 school year but will be considered for 2017-2018.

Parents emailed three times to share the importance regarding daily attendance.

Other means of correction for truancies and tardies was not enacted. This will be re-addressed for the 2017- 2018 school year.

School administrators and teachers maintained home-to-school communication and provided multiple pathways for parents to learn about school programs and services through regular teacher e-mails, school website, email blasts, text messages, newsletters, and social media communication tools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Attendance incentive program will be reconsidered for next school year. Other means of addressing chronically late students will be implemented.

Goal 8

To increase resources and services to pupils, parents and teachers to provide a sense of safety, school connectedness and increase student motivation.

Annual Measureable Outcomes

Expected	Actual
Caring School Community Support	Professional development in the Caring School Community program was presented to staff as well as in classroom support.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development and training with follow-up support	Professional development and training with follow-up support	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

School administrators coordinate character education bully prevention programs via such avenues as the Triadic agreements, Caring School Community program and parent groups such as the Social Emotional Learning to engage students in building a positive school climate. School administrators investigate and address all reported incidents of bullying.

School administrators will provide least one Family Night activity to build a sense of school community. School administrators will use positive behavior interventions, other means of correction, counseling services, and early identification reports to reduce the rate of student discipline concerns. Formal training for school site implementation in the Triadic Agreements and Caring School Communities will be held at least twice per year.

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

School administrators share informational resources on the new academic content and performance standards, state assessment system, and educational programs and services through school website, newsletters, parent/volunteer meetings and other communication pathways.

Triadic Agreements, Caring School Communities and IB philosophies are used as vehicles to implement and assist in this process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actions and services for this goal were fully implemented as planned.

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

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

To develop the LCAP, CPA engaged stakeholder input through monthly meetings e.g. governing board meetings, month coffee chats, CPA parent group meetings, school site council meetings and weekly staff meetings. In addition to stakeholder feedback, student assessment data and other related information has been used to inform each of the goals and focus areas.

Impact on LCAP and Annual Update

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

Ongoing review, development and updating of data from our: Internal Strategic Action Plan, Common Core Implementation Plan, Response to Intervention and Instruction Plan, SARC, Student Demographic Profile and Student Summary Data Report all provide input regarding the priorities established by the state and how best to address these priorities at CPA through specific actions and budget allocations. These reflections have been incorporated into this plan to establish priorities which best reflect and meet the needs of the CPA school community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching, ensuring Highly Qualified Teacher (HQT) status.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

All teachers appropriately assigned and fully credentialed as a compliance requirement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) # of teachers not HQT (2) # of teachers HQT	50% of CPA teachers have attained HQT status.	50% of CPA teachers have attained HQT status	75% of CPA teachers attaining HQT status	85% of CPA teachers attaining HQT status

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Divide (1) by (2) % teachers CSET (3) completion				
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Support teachers in obtaining appropriate credential or permit toward HQT status

2018-19 Actions/Services

Support teachers in obtaining appropriate credential or permit toward HQT status

2019-20 Actions/Services

Support teachers in obtaining appropriate credential or permit toward HQT status

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All pupils will have access to standards aligned instructional materials in ELA and math to improve teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

Consistency across all grade levels in curriculum with textbooks and materials that are aligned to the Common Core standards and materials that support intervention.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Assessment of Student Performance and Progress (CAASSP)	3 rd grade <10% 4 th grade <10% 5 th grade <10% 6 th grade <10% 7 th grade <10% 8 th grade <10%	Percentage of all students meeting or exceeding standards in math will increase	Percentage of all students meeting or exceeding standards in math will increase	Percentage of all students meeting or exceeding standards in math will increase
CAASSP	3 rd grade <10% 4 th grade <10%	Percentage of all students meeting or	Percentage of all students meeting or	Percentage of all students meeting or exceeding

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5 th grade <10% 6 th grade <10% 7 th grade <10% 8 th grade <10%	exceeding standards in ELA will increase	exceeding standards in ELA will increase	standards in ELA will increase
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

Schoolwide

All Schools and grade levels

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintenance of the program/resources K-8

2018-19 Actions/Services

Maintenance of the program/resources K-8

2019-20 Actions/Services

Maintenance of the program/resources K-8

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All teachers will enhance their instructional practice through participating in various professional development trainings that focus on the implementation of the Common Core Standards and 21st Century teaching and learning

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

The STEAM/Culturally Responsive Framework is the method of delivering the Common Core Standards to ensure academic rigor

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of teachers and administrators attending framework trainings	80% of CPA teachers and administrators attend framework trainings	85% of CPA teachers and administrators attend framework trainings	90% of CPA teachers and administrators attend framework trainings	95% of CPA teachers and administrators attend framework trainings
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

All teachers will participate in English Learner professional development to include teaching strategies and standards to improve English Learner student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

Provide authentic teaching strategies for English Learners through teacher training.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASSP	Insufficient data	Percentage of all students meeting or exceeding standards in ELA will increase by 5%	Percentage of all students meeting or exceeding standards in ELA will increase by 10%	Percentage of all students meeting or exceeding standards in ELA will increase by 15%
CAASSP	Insufficient data	Percentage of all students meeting or exceeding standards in Math will increase by 5%	Percentage of all students meeting or exceeding standards in ELA will increase by 10%	Percentage of all students meeting or exceeding standards in ELA will increase by 15%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California English Language Development Test (CELDT)	63% of EL students scored Early Advanced or Advanced as measured by CELDT	Percentage of students scoring Early Advanced or Advanced as measured by CELDT increases to	Percentage of students scoring Early Advanced or Advanced as measured by CELDT increases to	Percentage of students scoring Early Advanced or Advanced as measured by CELDT increases to

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Support students in increasing performance on assessments.

2018-19 Actions/Services

Support students in increasing performance on assessments.

2019-20 Actions/Services

Support students in increasing performance on assessments.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Additional Extended Day programs and effective

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

Identify students in need of support in core subjects.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmark Standards	Students lagging behind their peers in meeting benchmark expectations	Students will meet or exceed benchmark expectations as measure by internal benchmark assessments	Students will meet or exceed benchmark expectations as measure by internal benchmark assessments	Students will meet or exceed benchmark expectations as measure by internal benchmark assessments
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

Increase parent involvement through parent training workshops

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

Parents indicated the need for increased training to actively participate in their child's education.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
\$ of parents participating in parent workshops	15% of enrolled families participated in parent workshops	Parent participation in workshops will increase by 5%	Parent participation in workshops will increase by 10%	Parent participation in workshops will increase by 15%
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

Increase student attendance and decrease chronic tardies, truancies and ansenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

All teachers appropriately assigned and fully credentialed as a compliance requirement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	# of students reported as chronically absent in CALPADS	Decrease chronically absent students to	Decrease chronically absent students to	Decrease chronically absent students to
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

Increase resources and services to pupils, parents and teachers to provide a sense of safety, school connectedness and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

A student's sense of well-being and safety at school is a direct correlation to student achievement and engagement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Recorded complaints	Parent complaints to administration and Charter Schools Division exceeded previous years.	Parent complaints in regard to student welfare will decrease by 10%	Parent complaints in regard to student welfare will decrease by 15%	Parent complaints in regard to student welfare will decrease by 20%
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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

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

CPA has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners and at-risk students. The funds will be used to meet goals by increasing and maintaining services for unduplicated pupils identified as English Learners or low-income pupils by increasing Professional Development to further improve teacher skills and strategies in supporting identified students in content areas.

Addendum

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

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

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

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

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