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
PUC CALS Middle School and Early College High

Contact Name and Title
Gerard Montero Coordinator

Email and Phone
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(818) 559-7699

2017-20 Plan Summary

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

PUC CALS Charter Middle and Early College High School is part of a Charter Management Organization called PUC, Partnerships to Uplift Communities. The organization began with one school in 1999 and officially became PUC in 2004. The network now consists of 14 schools which serve 3 specific communities, Northeast San Fernando Valley, Northeast Los Angeles, and Northeast Rochester.

The vision at PUC is that all stakeholders work together, united in a vision of college success for all students. This includes school leaders, teachers, other school staff, parents, community members, and local community organizations such as colleges and universities.

In that students learn in different ways and at different paces and some may have learning gaps that surface as they move through the grade levels, our leaders and teachers use a variety of assessments and data to determine students’ needs on an ongoing basis. Classes and overall school size are small enough that teachers can then individualize and provide intervention as needed in order to keep all students on track.

All PUC schools work diligently at creating and sustaining a culture of mutual respect and caring, with an overarching vision of high school and college graduation for all of our students. The culture is grounded in PUC’s 3 Commitments which are that we will increase the college graduation rate by 5 times in our communities, that all of our students will be proficient within 4 years at PUC, and students will commit to uplift our communities now and forever.”

PUC CALS Middle School and Early College High was founded in 2000 (middle school) and 2005 (high school) in the Northeast Los Angeles area. 87.92% of PUC CALS Middle School and Early College High’s students are Hispanic, 2.13% are White, 1.95% are Filipino, and .71% are African American. 17.14% of the student population is served by the Special Education program, and (9.41%) of students are identified English Learners (ELs) and 39.61% are Reclassified Fluent English Proficient (RFEP). 87.57% of families qualify for free or reduced lunch. About 24.01% of parents have taken some college coursework or Associate’s degree, and 11.63% have degrees of any other variety.

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

The Key features from this year’s LCAP are as follows. We successfully introduced the MAP Growth assessment in Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data.

We focused our professional development on 1) Culturally Relevant Teaching in order to support rigor and relationships in our school, 2) Data analysis to ensure growth for all students and subgroups, 3) Differentiated Teacher Development System Goals per teacher, and 4) English Language Development Standards and Instruction under direction of our English Learner Coordinator. Having completed our anti-bullying roll-out, we shifted our focus to the broader realm of social emotional learning. We implemented No Bully and Social Emotional Learning in order to support the growth of the whole child and positive school
PUC CALS set CAASPP achievement goals at the high school level of 80% overall meets and exceeds in ELA and 50% overall meets and exceeds in Mathematics. The middle school set the following CAASPP achievement goals per grade level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA 2018</th>
<th>Math 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>7th</td>
<td>42%</td>
<td>25%</td>
</tr>
<tr>
<td>8th</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success.

**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**

In reviewing progress, the school has a number of areas to celebrate. Of the data reported on the CA School Dashboard, the school has achieved a low suspension rate (0%) and high level of English Learner Progress (93.2%), as well as 11th grade CAASPP Scores of 79% ELA and 49% Math Meets/Exceeds. In Basic Services, all teachers are appropriately assigned. Facilities are well repaired and maintained and in good standing order. All students have access to instructional materials, all courses, and intervention, including expanded access to instructional technology. In Implementation of Academic Standards, professional development was expanded and improved in order to meet teacher needs in improving instruction.

Another highlight of the year was parent engagement. The school offered parent education classes, conducted school advisory committee meetings, and engaged parents through family events such as student-led conferences. Parent survey 16-17 shows strong satisfaction as evidenced by level 3 or higher on a four point scale. Student satisfaction also remained high, earning a level three on a four-point scale. We also noted that expulsion remained at a low rate. The school also grew in reading comprehension as evidenced by increased lexile scores 16-17.

**Greatest Needs**

Of the data provided on the state dashboard, the school has identified ELA (42% Meets and Exceeds for grades 6-8) and Math (28% Meets and Exceeds for grades 6-8) achievement for all students and for subgroups as areas of greatest need. In order to address the areas of greatest need, the school will implement small group instruction as well as instructional technology for intervention within and outside of the school day, utilizing data from MAP Growth assessments to inform planning of intervention and engage stakeholders in goal setting.

**Performance Gaps**

Based on data currently reported for state indicators for the school, there are no performance gaps to report.

**Increased or Improved Services**

The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 87.22%.
and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided. Design Principles PUC schools are high achievement/high support schools that demonstrate high levels of success. All PUC schools are committed to graduating all students, including those who are academically struggling, while simultaneously preparing all students for college-ready standards and success. Our schools feature a rigorous college-preparatory program of study beginning in sixth grade that includes enrollment in college classes by the senior year in high school. Each school is characterized by a strong college-going culture. The following design principles were honored and put into practice at the University Park Campus School, a school that has consistently demonstrated holding power for students who enter academically behind while achieving college-readiness for all. UPCS is one school that exemplifies these design principles which capture the critical elements of a board range of high achievement/ high support school designs. At PUC Schools we seek to achieve the same level of success as University Park Campus School through alignment to the same core design principles.

DESIGN AREA 1: ACADEMIC PROGRAM An Untracked Academic Program that prepares Every Student for College Work Our powerful educational program enables every student to graduate fully prepared for college work. Beginning in grade 6, all students pursue a rigorous college-preparatory curriculum. At the same time, instruction is individualized to connect to each student’s particular level of development – including English language learners and special education students. There is no tracking. Instead, there are small classes, supportive relationships with faculty, and extended instructional periods. The middle school curriculum focuses on literacy to address the significant academic and English-language skill gaps of entering students and prepare them for the demanding high school program. A rich and varied arts curriculum is infused into the academic program for all students. At the high school level, the academic program is augmented by student enrollment in college classes. 1. Honors-level program of study for all 2. Standards-based curriculum that holds all students to high expectations 3. Engaging instruction that emphasizes learning through inquiry 4. Academic catch-up program combining basic skills with advanced concepts 5. Differentiated instruction that meets the learning needs of each student 6. Immersion for English language learners and inclusion for special education students 7. School-wide literacy program across the curriculum 8. Daily schedule and yearly calendar structured to extend learning 9. Scaffolded exposure to college-level instruction and college courses

DESIGN AREA 2: SCHOOL CULTURE A School Culture that Won’t Allow Any Student to Fail While the careful design of the academic program is important, it is not the sole driver of student success. Achieving the mission depends equally upon establishing a school community in which everyone shares a deep commitment to one another’s success. At PUC Schools, collaboration is the norm. Faculty, students, families, and community partners work together to solve problems and improve results. Teachers and students are empowered to take risks and are not afraid to admit mistakes or ask for help. Such an environment encourages effort and persistence from even the most discouraged learners who enter the school. This demanding but nurturing culture sets PUC Schools apart from other schools that provide a rigorous college-preparatory curriculum for underserved students but lose many students who are discouraged by the academic difficulty. PUC’s holding power—its ability to deliver a rigorous college-preparatory program without significant attrition—is perhaps its most note worthy accomplishment. 1. Clear student behavioral norms based on professional norms 2. Formal introduction and mentoring of new students 3. Faculty commitment to “break down” complex material 4. Multiple modes of academic support 5. Consistent adult modeling of core values 6. Faculty commitment to motivate and inspire students 7. Construction of peer culture that supports each other’s success 8. Family involvement that supports student success 9. University partnership that reinforces college-going culture

DESIGN AREA 3: ORGANIZATIONAL PRACTICES Formal Organizational Practices that Support the Academic Program and School Culture PUC has implemented a set of formal organizational practices that support the execution of the academic program and sustain the culture of excellence. These practices allow staff to maintain a disciplined focus on mission and results while building the organization’s capacity to adapt to new circumstances and learn from mistakes. 1. Data-driven approach to curriculum, instruction, and school design 2. Hiring and development of faculty with skills and values to fulfill school mission 3. Shared leadership and collective decision-making 4. Student role in shaping school direction 5. Use of external standards to prevent erosion of internal standards 6. Development of common tools to ensure consistent academic expectations 7. Multi-faceted staff development that continuously improves teaching quality 8. Use of school-wide literacy program to focus staff on achieving school mission 9. Formal organizational arrangements that maximize college and university partnerships 10. Deployment of staff and other resources in flexible and creative ways 11. Leaders who serve as “keepers of the flame,” reinforcing mission
and culture
In addition to the fact that our overall program is designed to address the needs of our principally low income student population, specific services and actions are dedicated to English Learners and Foster Youth: In order to meet the needs of English Learners, PUC CALS MS & ECHS has allocated funds for an English Learner Coordinator to provide resources and staff development in English Language Development Standards and Integrated and Designated ELD supports.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$7,156,312</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$1,613,790</td>
</tr>
</tbody>
</table>

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

The largest General Fund budget expenditures not shown in the LCAP are personnel costs (certificated and classified), except where noted in the LCAP. There are other expenses for facilities, utilities and technology hardware and software also not included in the PLAN.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$5,929,627</td>
</tr>
</tbody>
</table>

**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**
CALSMS & CALECHS:
100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

State and/or Local Priorities Addressed by this goal:
State Priorities: 1. Basic; 8. Other pupil outcomes
Local Priorities: Specify Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSPADS Annual Credential Report</td>
<td>2017-18 100%</td>
</tr>
<tr>
<td>CALS MS:</td>
<td>100% APPROPRIATELY ASSIGNED 82% FULLY CREDENTIALED</td>
</tr>
<tr>
<td>CALS HS:</td>
<td>100% APPROPRIATELY ASSIGNED 82% FULLY CREDENTIALED</td>
</tr>
</tbody>
</table>

**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**
**Improved Services Requirement**

Students to be Served: All  
Location: All Schools

- Supervision and staffing of instructional program  
- Efficient Recruitment and Hiring Process  
- All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.  
- Focus on ELA Administrators to support EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners

**Human Resource department ensured proper hiring and placement of credentialed teachers, supervision and staffing of instructional program.**

**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.

**Human Resource department ensured proper hiring and placement of credentialed teachers.**

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

**When including those on permits and fully credentialed teachers, we are approaching and nearly meeting our goal.**

*Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.*

**The difference between the Budgeted amount and Estimated Actual for Administration was due to change in administration and the lower cost of the new administrators.**

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.

**In order to fully meet this goal, we have maintained a full time credential analyst to work with the Human Resources Team and Recruitment has increased efforts to recruit fully credentialed teachers.**

**Goal 2**

**CALSMS & CALECHS:**

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

- State Priorities: 1. Basic; 8. Other pupil outcomes  
- Local Priorities: Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119) Pupil Outcomes

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SARC Report</td>
<td>2017-18</td>
<td>100%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS - 4000, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs - 4000-4999 Books and Supplies - LCFF: $79,233</td>
<td>CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs - 4000-4999 Books and Supplies - LCFF: $39,635</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSMS - 4200 Textbooks - 4000-4999 Books and Supplies - LCFF: $15,000</td>
<td>CALSMS-4000 TEXTBOOKS - 4000-4999 Books and Supplies - LCFF: $0</td>
</tr>
<tr>
<td>CALSMS &amp; CALSECHS:</td>
<td>CALSECHS - 4100 Textbooks - 4000-4999 Books and Supplies - LCFF: $266</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</td>
<td></td>
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<tr>
<td>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</td>
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</tbody>
</table>

**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 worked within its budget to purchase instructional materials and supplies in alignment with the charter petition.

Professional development activities were delivered to support quality implementation.

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

The actions taken ensured that all students had 100% access to Standards-Aligned instructional materials. Superintendents and Board provided oversight.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although CALS MS allocated funding for textbooks for the 2017-18 school year, no textbooks were purchased.

Although CALS HS allocated funding for textbooks for the 2017-18 school year, a minimal amount of funding was actually used to purchase textbooks.

Both schools utilized teacher created materials and used educational websites to supplement their educational program.

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.

We will continue with actions and services for this goal to ensure sustained achievement of this goal long term.

**Goal 3**

**CALSMS & CALSECHS:**

Annually, 90% all items on Monthly site inspection checklists are compliant. 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

State and/or Local Priorities Addressed by this goal:
State Priorities: 1. Basic
Local Priorities: Basic Services C. Facilities School facilities are maintained in good repair (E.C. §17002(d))

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Repair Inspection Checklist and Repair Log</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALMS - 2200- Staffing - 2000-2999 Classified Salaries - LCFF: $54,712 CALMS -5500, 5600, 5610, 5825 Shared Costs for Facilities Associate - 5000-5999 Services and Other Operating Expenses - LCFF: $30,000 CALECHS - 2200 - Staffing - 2000-2999 Classified Salaries - LCFF: $54,712 CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities Associate - 5000-5999 Services and Other Operating Expenses - LCFF: $30,000</td>
<td>CALMS-2200-STAFFING - 2000-2999 Classified Salaries - LCFF: $54,712 CALMS-5500, 5600, 5610 SHARED COSTS FOR FACILITIES ASSOCIATES - 5000-5999 Services and Other Operating Expenses - LCFF: $30,000 CALECHS-2200-STAFFING - 2000-2999 Classified Salaries - LCFF: $54,712 CALECHS-5500, 5600, 5610, 5825-SHARED COSTS FOR FACILITIES ASSOCIATES - 5000-5999 Services and Other Operating Expenses - LCFF: $30,000</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALMS &amp; CALECHS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supervision and staffing of custodial and maintenance staff.</td>
<td>• Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Security maintenance and staffing.</td>
<td>• All school facilities are maintained and in good repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Operating costs of facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them.

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

Because of consistent ongoing visits and data collection, facilities were kept safe, secure and up to date on an ongoing basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
CALS HS budgeted $54,712, however, the school's Estimated Actual amount was more than twice as much to accommodate this year's facilities needs. The HS has added additional classrooms and upgraded the facilities to accommodate the addition.

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.

A new organizational structure has been implemented for the Facilities team members in order to provide better oversight and accountability.

Goal 4

CALSMS & CALECHS

- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups.
- School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.
- Teachers will participate in annual professional development on the implementation of the Common Core State Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities: Implementation of Common Core State Standards (CCSA) A. Implementation Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone documents, Instructional 2017-18 Scope and Sequence, Lesson Plan 100%</td>
<td>100% IMPLEMENTATION OF THE CCSS.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSMS - 1300, 1900-Shared Costs-Staffing of ELD Coaches, Superintendent of Instruction &amp; Aides - 1000-1999 Certificated Salaries - LCFF: $43,100</td>
<td>CALSMS - 1300, 1900-SHARED COSTS-STAFFING OF ELD COACHES, SUPERINTENDENT - 1000-1999 Certificated Salaries - LCFF: $43,100</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td>CALSMS - 7400-Shared Costs Materials - 7000-7499 Other - LCFF: $5,000</td>
<td>CALSMS-7400-SHARED COSTS MATERIALS - 7000-7499 Other - LCFF: $5,000</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>Math and ELA implemented CCSS for all grades:</td>
<td>CALSMS - 7400-Data Team Support - 7000-7499 Other - LCFF: $17,000</td>
<td>CALSMS-7400-DATA TEAM SUPPORT - 7000-7499 Other - LCFF: $17,000</td>
</tr>
<tr>
<td>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</td>
<td>Teachers participated in Professional Development, trainings and workshops in CA CCSS</td>
<td>CALSMS-7400-School Information Services - 7000-7499 Other - LCFF: $17,000</td>
<td>CALSMS-7400-SCHOOL INFORMATION SERVICES - 7000-7499 Other - LCFF: $17,000</td>
</tr>
<tr>
<td>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</td>
<td>Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</td>
<td>CALSMS-7400-Information Technology - Produce Professional Development - 7000-7499 Other - LCFF: $17,000</td>
<td>CALSMS-7400-TECHNOLOGY-PRODUCE PROFESSIONAL DEVELOPMENT VIDEOS - 7000-7499 Other - LCFF: $17,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALECHS-7400-Shared Costs-Materials - 7000-7499 Other - LCFF: $5,000</td>
<td></td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>CALMS-5200-CCSS Professional Development for Teachers - 5000-5999</strong> Services and Other Operating Expenses - LCFF: $3,000</td>
<td><strong>CALMS-5200-CCSS Professional Development for Teachers - 5000-5999</strong> Services and Other Operating Expenses - LCFF: $3,000</td>
</tr>
<tr>
<td><strong>Students to be Served: All</strong></td>
<td><strong>Students to be Served: All</strong></td>
<td><strong>CALECHS-7400-SHARED COSTS-MATERIALS - 7000-7499</strong> Other - LCFF: $6,000</td>
<td><strong>CALECHS-7400-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS - 5000-5999</strong> Services and Other Operating Expenses - LCFF: $3,000</td>
</tr>
<tr>
<td><strong>Location: All Schools</strong></td>
<td><strong>Location: All Schools</strong></td>
<td><strong>CALSECHS-7400-Data Team Support - 7000-7499</strong> Other - LCFF: $17,000</td>
<td><strong>CALECHS-7400-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS - 5000-5999</strong> Services and Other Operating Expenses - LCFF: $3,000</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td><strong>CALSECHS-7400-School Information Services - 7000-7499</strong> Other - LCFF: $17,000</td>
<td><strong>CALSECHS-7400-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS - 5000-5999</strong> Services and Other Operating Expenses - LCFF: $3,000</td>
</tr>
<tr>
<td>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</td>
<td>Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS. Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.</td>
<td><strong>CALSECHS-7400-School Information Services - 7000-7499</strong> Other - LCFF: $17,000</td>
<td><strong>CALSECHS-7400-SCHOOL INFORMATION SERVICES - 7000-7499</strong> Other - LCFF: $17,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CALSECHS-7400-Information Technology- Produce Professional Development Training - 7000-7499</strong> Other - LCFF: $17,000</td>
<td><strong>CALSECHS-7400-Information Technology- PRODUCE PROFESSIONAL DEVELOPMENT VIDEOS - 7000-7499</strong> Other - LCFF: $17,000</td>
</tr>
</tbody>
</table>

### 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.

#### Implementation 1:

Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans.

#### Implementation 2:

Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.

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

As a result, Common Core standards were 100% implemented at the school site. In addition, backwards planning, rigor, and relevance improved across the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
No 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.

Professional development will continue to grow and improve in order to meet this goal, based on needs arising from achievement data in addition to the needs of the staff and leaders.

We will continue to seek ways to expand opportunities for outside professional development for our teachers.

Goal 5

**CALSMS & CALECHS:**
- Parents will attend a minimum of 6 family meetings
- Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.
- School will provide Parent Engagement Workshops

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities: Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family meeting Agendas and Sign-ins, Site Advisory Council Agendas and Sign-ins</td>
<td>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS. 2. FAMILIES HAD AN OPPORTUNITY TO ATTEND FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES. 3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALMS-5290-Meetings Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000</td>
<td>CALMS-5290-MEETINGS STAFF/_PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: $3,088</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td></td>
<td>CALSECHS-5290-Meetings Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: $5,210</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CALSMS & CALSECHS:**
- School will provide a minimum of 6 Family Meetings

1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.
2. FAMILIES HAD AN OPPORTUNITY TO ATTEND FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.
3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS-5290-SAC Meetings Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000</td>
<td>CALSMS-5290-SAC MEETINGS STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: $3,088</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSECHS-5290-SAC Meetings Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000</td>
<td>CALSECHS-5290-SAC MEETINGS STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: $5,210</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td>2 parents were invited to attend all School Advisory Council meetings.</td>
<td>2 parents were invited to attend all School Advisory Council meetings.</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School will invite 2 parents to attend all School Advisory Council Meetings.</td>
<td>• School utilized Parent Coordinator who engaged with outside organization to provide training and development for Parent Engagement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS-5860- Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: $10,000</td>
<td>CALSMS-5860- Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: $10,000</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSECHS-5860- Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: $10,000</td>
<td>CALSECHS-1900-PARENT COORDINATOR - 1000-1999 Certificated Salaries - LCFF: $10,000</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td>School utilized Parent Coordinator who engaged with outside organization to provide training and development for Parent Engagement.</td>
<td>School utilized Parent Coordinator who engaged with outside organization to provide training and development for Parent Engagement.</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School will engage with outside organization to provide training and development for Parent Engagement.</td>
<td>• School utilized Parent Coordinator who engaged with outside organization to provide training and development for Parent Engagement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

In addition to fulfilling the plans for this goal, the school continued to increase publicity for family meetings, including personal phone calls to ensure increased attendance.

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

Actions taken in alignment with this goal not only ensured access but also increased participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action Item #1**: The Estimated Actuals for both schools were less than the Budgeted amount because funding was shifted to Action Item #3.
- **Action Item #2**: The Estimated Actuals for both schools were less than the Budgeted amount because funding was shifted to Action Item #3.
- **Action Item #3**: There was no material difference 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.

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal. Funds allocated to parent engagement manager instead of outside organization for delivery of training and development for parent engagement.
Goal 6

CAALMS & CALECHS:

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by:
A. Statewide Assessments: ELA/Literacy and Mathematics

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Statewide Assessment Results</td>
<td>2017-18 Meets or exceeds targets for growth</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS-4410 Software (Think Through Math) - 4000-4999 Books and Supplies - LCFF: $8,000 CALSMS-1100-3600 - Staffing for outside of class intervention - 1000-1999 Certificated Salaries - LCFF: $8,000 CALSMS-4410-Data Tracking Tools- Illuminate, Schoolzilla - 4000-4999 Books and Supplies - LCFF: $5,000 CALSMS -2900-ASES Grant - 2000-2999 Classified Salaries - After School Education &amp; Safety: $126,000 CALECHS-4410 Software Think Through Math -</td>
<td>CALSMS-4410-SOFTWARE (THINK THROUGH MATH) - 4000-4999 Books and Supplies - LCFF: $5,656 CALSMS-1100-3600 STAFFING FOR OUTSIDE CLASS INTERVENTION - 1000-1999 Certificated Salaries - LCFF: $8,000 CALSMS-4410-DATA TRACKING TOOLS- ILLUMINATE, SCHOOLZILLA - 4000-4999 Books and Supplies - LCFF: $5,000 CALSMS-2900-ASES GRANT - 2000-2999 Classified Salaries - After School Education &amp; Safety: $126,000 CALECHS-4410-</td>
</tr>
</tbody>
</table>
holds two hours of intervention a week either at lunch or after school. (8/17 - 6/18) MS & HS Inclusion Team offers 2.5 hrs of intervention/support every Tuesday for students who are in need. MS - Targeted Small Group Intervention occurred after school in Math & ELA. Students went 2 days a week for an hour. Students were selected based on MAP data. 10/2 - 11/17 = Cycle 1, 1/29 - 2/26 = Cycle 2, 3/19 - 4/27 = Cycle 3. MS Teachers have 1 day a week where they offer intervention for student to make up quizzes or get extra help on assignments. HS Saturday School - focused on students who were scoring a 2 on the MAP assessment. Students attended 6 Saturdays in March & April to work on bridging gaps. Saturday classes lasted 4 hours. MS Saturday School = 6 Saturdays in spring for credit recovery in ELA and Math for students with multiple fails. Instructional Technology: Newsela, Khan Academy (HS & MS) ImagineMath (MS)

4000-4999 Books and Supplies - LCFF: $18,150
CALECHS-1100-3600- Staffing for outside intervention - 1000-1999 Certificated Salaries - LCFF: $8,000
CALECHS-4410-Data Tracking Tools- Illuminate, Schoolzilla - 4000-4999 Books and Supplies - LCFF: $5,000

SOFTWARE THINK THROUGH MATH - 4000-4999 Books and Supplies - LCFF: $0
CALSECHS-1100-3600- STAFFING FOR OUTSIDE INTERVENTION - 1000-1999 Certificated Salaries - LCFF: $8,000
CALSECHS-4410-DATA TRACKING TOOLS- ILLUMINATE, SCHOOLZILLA - 4000-4999 Books and Supplies - LCFF: $5,000

Analysis

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

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

Student growth and achievement data was analyzed in order to place students in intervention programs as needed. Students received intervention based on their individual needs. Resources used to provide intervention.

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

Based on 16-17 state assessments results, school is making progress toward goal of meeting or exceeding state targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference between Estimated Actuals and Budgeted Expenditures for TTM and Data Tracking Tools such as Illuminate.

Although CALS HS allocated $18,150 to purchase Think Through Math, the school decided that Khan Academy was a better fit. Therefore, $0 amount was spent. The benefits of using the Khan Academy are:

1. All students get free subscription.
2. Provides support to all student from Math 1 to Calculus.
3. More comprehensive and individualized to student level and needs
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs.

**CALSMS & CALECHS:**

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

**Goal 7**

**State Indicators:**
- Chronic Absentism
- Suspension Rate (K-12)
- English Learner Progress (K-12)
- Graduation Rate (9-12)
- College/Career
- English Language Arts (3-8)
- Mathematics (3-8)

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: 

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE API Report- Changed to California School Dashboard</td>
<td>2017-18 Growth Target to be determined</td>
</tr>
</tbody>
</table>

**CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2016-2017:**

1. CHRONIC ABSENTEEISM: N/A
2. SUSPENSION RATE: BLUE
3. ENGLISH LEARNER PROGRESS: N/A
4. GRADUATION RATE: N/A
5. COLLEGE/CAREER: N/A
6. ENGLISH LANGUAGE ARTS: ORANGE
7. MATHEMATICS: ORANGE

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS-1901-Shared Costs- Staffing of Coaches - 1000-1999 Certificated Salaries - LCFF: $5,000</td>
<td>CALSMS-1901-SHARED COSTS-STAFFING OF COACHES - 1000-1999 Certificated Salaries - LCFF: $5,000</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSMS-5200-ELD Standards Program Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: $2,000</td>
<td>CALSMS-5200-ELD STANDARDS PROGRAM PROFESSIONAL DEVELOPMENT(SHARED) - 5000-5999 Services and Other Operating Expenses - LCFF: $2,000</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td>CALECHS-1901-Shared Costs- Staffing of Coaches - 1000-1999 Certificated Salaries - LCFF: $5,000</td>
<td>CALECHS-1901-SHARED COSTS-STAFFING OF</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% School implemented:</td>
<td>Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis

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

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

Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans. In addition, teachers participated in Milestones meetings to collaborate on proper scope and sequence of standards and opportunities for intervention.

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

PD Survey results have a high satisfaction rate. We are currently awaiting post-assessment Reading Levels, which will later be replaced by state assessment results. CA School Dashboard Fall 2017 shows Blue for Suspension Rate and Orange for Academic Indicator ELA and Math. Based on the available data, the school feels the actions are appropriate and will bring continued growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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.

We will continue with actions and services for this goal.

Goal 8

CALSMS & CALECHS:

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: C. College and Career Ready

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Lexile Data, EAP Results</td>
<td>2017-18 75%</td>
<td></td>
</tr>
<tr>
<td>CALMS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL LEXILE(OR EQUIVALENT) DATA: N/A ALSO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL 2017 CA DASHBOARD ELA ACADEMIC INDICATOR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH LEARNERS: RED HISPANIC/LATINO: ORANGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL WIDE: ORANGE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>CALSMS- 4410 Software - 4000-4999 Books and Supplies - LCFF: $18,000</strong></td>
<td><strong>CALSECHS-4410-SOFTWARE - 4000-4999 Books and Supplies - LCFF: $4,696</strong></td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td><strong>CALECHS - 4410 Software - 4000-4999 Books and Supplies - LCFF: $20,000</strong></td>
<td></td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide Achieve 3000 instruction for all students</td>
<td>The school utilized (List ELA Instructional Tech) to measure and improve reading and overall literacy. Instructional Technology for literacy: Newsela</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

The school utilized instructional technology for ELA to measure and improve student reading levels.

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

Actions and services brought growth based on prior years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for both CALS MS and CALS HS was lower than the budgeted amount because both schools did not purchase both programs based on the needs of their current students.

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.

In order to continue to improve in this area, the school will adjust the usage of instructional technology to include Newsela or other instructional technology.

Goal 9

**CALSMS & CALECHS:**
English Learner students will advance at least one performance level per the CELDT/ELPAC each academic year.

Update 17-18: Blue, green, or improving by one color for Color Coded Performance Level per the California School Dashboard.

• English Learner Progress (K-12)
75% of EL students will advance at least one performance level per academic year

State and/or Local Priorities Addressed by this goal:
State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: C. College and Career Ready

<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT/ ELPAC Annual Report</td>
<td>2017-18 CELDT/ELPAC PERFORMANCE LEVEL</td>
<td>CELDT/ELPAC PERFORMANCE LEVEL</td>
</tr>
<tr>
<td></td>
<td>75% of EL students will advance at least one performance level per academic year</td>
<td>NOT APPLICABLE FOR 2017-18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALMS-4410 NEWSELA Software - 4000-4999 Books and Supplies - LCFF: $4,500</td>
<td>CALMS-4410 NEWSELA SOFTWARE - 4000-4999 Books and Supplies - LCFF: $2,388</td>
</tr>
<tr>
<td>Students to be Served: English Learners</td>
<td>Students to be Served: English Learners</td>
<td>CALECHS-4410 NEWSELA Software - 4000-4999 Books and Supplies - LCFF: $4,500</td>
<td>CALECHS-4410 NEWSELA SOFTWARE - 4000-4999 Books and Supplies - LCFF: $2,371</td>
</tr>
<tr>
<td>Scope of Service: Limited to Unduplicated Student Group(s)</td>
<td>Scope of Service: Limited to Unduplicated Student Group(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide NEWSELA for all students</td>
<td>School utilized NewsELA, Small group instruction in class, Strategic seating, and Strategic CFU’s. School did not meet goal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis

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

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

The school utilized resources and strategies to promote growth in reading skills for English Learners.

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

No data available for the 2017-2018 school year. School transitioning to ELPAC. Data not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actuals are lower for both schools because the costs of programs purchased were lower than anticipated.

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.

School will continue focus on reading comprehension and implementation of Integrated and Designated ELD Supports.

Goal 10 CALMS & CALECHS:
EL students will be reclassified as Fluent Proficient annually.
### State and Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Pupil achievement</td>
<td>State Priority #4 – Student Achievement</td>
</tr>
</tbody>
</table>

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT/ ELPAC Results and Reclassification Matrix</td>
<td>2017-18 Higher than District Average</td>
</tr>
</tbody>
</table>

**17-18 RECLASSIFICATION RATE:**
- **NOT APPLICABLE**
- **CALS MS:**
  - **SCHOOL:** ____%
  - **LAUSD:** 20.1%
- **CALS HS:**
  - **SCHOOL:** ____%
  - **LAUSD:** 20.1%

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students to be Served:** English Learners, Foster Youth, Low Income

**Scope of Service:** LEA-wide

**Location:** All Schools

**CALMS & CALECHS:**
- **ELD Standards Professional Development and Materials.**

**ELD Coordinator provided organizational and school specific Professional Development. EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.**

**CALMS-1300, 1900-Shared Costs-Staffing of ELD Coaches - 1000-1999 Certificated Salaries - LCFF: $5,000**

**CALSECHS-1300, 1900-Shared Costs- Staffing ELD Coaches - 1000-1999 Certificated Salaries - LCFF: $5,000**

#### Analysis

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

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

**School engaged in professional development in ELD Standards.**

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

**Overall effectiveness of the actions and services proved students made ELA progress as determined by local measures.**
2017-2018 CELDT/ELPAC data not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no 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.

No data available for the 2017-2018 school year. School transitioning to ELPAC which will be used to reclassify EL students. Data not yet available. However, in order to continue to ensure growth, the school will enlist support of Teacher Leaders and continue development of Integrated and Designated ELD Supports.

**Goal 11**

**CALECHS Goal Only:**
Greater than 60% of students will score greater than or equal to a 3 as defined by the AP Exam or ≥ 70% will receive a B or higher in college courses.

**Update 17-18:**
Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

**College/Career:**

A. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

B. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil Achievement as measured by: F. AP Exam Passage Rate

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Exam Results/ Percentage of students enrolled and passing college courses with a B or higher</strong></td>
<td>2017-18</td>
</tr>
<tr>
<td>≥ 60% of students will score ≥ 3 on AP exam</td>
<td>FOR 2016-2017: 90% IN COLLEGE COURSES</td>
</tr>
<tr>
<td>≥ 70% will receive a B or higher</td>
<td>2017-2018: CURRENTLY NO DATA AVAILABLE</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>1300/1900 - (SHARED COSTS- Staffing of coaches, superintendent of instruction) - 1000-1999 Certificated Salaries - LCFF: $5,000</td>
<td>1300/1900-SHARED COSTS-STAFFING OF COACHES - 1000-1999 Certificated Salaries - LCFF: $5,000</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers attended Professional Development on AP Exams/College Course Preparation</td>
<td>Teachers attended Professional Development on AP Exams/College Course Preparation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis

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

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

Teachers received planning documents and individualized support with PUC Competitive Edge. Teachers collaborated on implementation.

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

Revolution Prep continues to be an added resource for supporting students in preparation for their exams. Teachers report that outside development of lessons and units for the PUC Competitive Edge Class has helped them execute the class in a way that provides proactive intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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.

In order to see continued growth in exam scores, the school will continue to provide professional development through internal instructional teacher leaders and technology.

**Goal 12**

**CALECHS Goal Only:**
Students will demonstrate college preparedness through ACT 30% of students will score greater or equal to 22.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACT Results</strong></td>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td>15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)</td>
<td>2016-2017:</td>
<td>2017-2018:</td>
</tr>
<tr>
<td></td>
<td>ACT SCORE=22%</td>
<td>ACT SCORE=15%</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>4410- Software (REV PREP) - 4000-4999 Books and Supplies - LCFF: $23,600</td>
<td>4410-SOFTWARE (REV PREP) - 4000-4999 Books and Supplies - LCFF:</td>
</tr>
</tbody>
</table>
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>4410- Smart City Software - 4000-4999 Books and Supplies - LCFF: $9,000</td>
<td>4410-SMART CITY SOFTWARE - 4000-4999 Books and Supplies - LCFF: $6,598</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
</tr>
<tr>
<td>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)</td>
<td>2017-2018: PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

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

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

Teachers received planning documents and individualized support with PUC Competitive Edge.
Teachers collaborated on implementation.

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

Revolution Prep continues to be an added resource for supporting students in preparation for their exams.
Teachers report that outside development of lessons and units for the PUC Competitive Edge Class has helped them execute the class in a way that provides proactive intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CALS HS Estimated Actuals for both Action Item #1 (Rev Prep) and Action Item #2 (Smart City) were lower than the anticipated amount budgeted for 17-18 because the cost was less than expected.

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.

In order to see continued growth in exam scores, the school will continue to provide professional development through teacher leaders and instructional technology.

**Goal 13**

**CALSM & CALECHS:**
School will maintain a high ADA rate
- **ALL SUBGROUPS:** EL, SPED, LI

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard
- Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:
State Priorities: 5. Pupil engagement  
Local Priorities: Student Engagement: Pupil engagement as measured by:  
A. School Attendance Rates

<table>
<thead>
<tr>
<th><strong>Annual Measurable Outcomes</strong></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Attendance Reports</td>
<td>2017-18</td>
<td>CALS MS:</td>
</tr>
<tr>
<td></td>
<td>&gt;= 96%</td>
<td>ENGLISH LEARNERS: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HISPANIC/LATINO: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCHOOL WIDE: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIOECONOMIC DISADVANTAGED: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPECIAL EDUCATION: 95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALS HS:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGLISH LEARNERS: 94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HISPANIC/LATINO: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCHOOL WIDE: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIOECONOMIC DISADVANTAGED: 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPECIAL EDUCATION: 95%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>Students to be Served: All</td>
<td>CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff - 2000-2999 Classified Salaries - LCFF: $50,000</td>
<td>CALSMS-2100, 2400(SUPPLEMENTAL) SUPPORTING PAY OF CLASSIFIED STAFF - 2000-2999 Classified Salaries - LCFF: $56,351</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Location: All Schools</td>
<td>CALECHS-2100, 2400 Supporting pay of Classified Staff - 2000-2999 Classified Salaries - LCFF: $50,000</td>
<td>CALSECHS-2100, 2400 SUPPORTING PAY OF CLASSIFIED STAFF - 2000-2999 Classified Salaries - LCFF: $62,968</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS: Attendance Personnel/Staffing</td>
<td>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>Students to be Served: All</td>
<td>CALSMS-4350 Materials - 4000-4999 Books and Supplies - LCFF: $4,000</td>
<td>CALSMS-4350-MATERIALS - 4000-4999 Books and Supplies - LCFF: $14,593</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Location: All Schools</td>
<td>CALECHS-4350 - Materials - 4000-4999 Books and Supplies - LCFF: $2,000</td>
<td>CALSECHS-4350-MATERIALS - 4000-4999 Books and Supplies - LCFF: $22,189</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS: Attendance Incentives Program Support for clubs, leadership class supplies</td>
<td>School engaged in family meetings and programs to build school culture to increase attendance rates. School met its overall goal, with slightly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 14

CALSMS & CALSECHS

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

Update 17-18

Blue, green, or improving by one color for Color Coded Performance Levels per State Accountability System.

- Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Monthly Attendance Reports | 2017-18 90% of students < 3 unexcused absences | CALS MS:
60% OF STUDENTS HAD <3 UNEXCUSED ABSENCES. 
CALS HS: 61% OF STUDENTS HAD <3 UNEXCUSED ABSENCES. |

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
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.

Letters sent home were designed to share the current data of the student and offer suggestions for intervention. Family Support Team meetings were offered in order to provide goal setting and strategies for success.

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

Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to meet and surpass goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal #13.

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.

Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to meet and surpass goal.

Goal 15

**CALMS:**
- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

**CALECHS:**
- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%.

State and/or Local Priorities Addressed by this goal:

- State Priorities: 5. Pupil engagement
- Local Priorities: CALSMS: Student Engagement Pupil engagement as measured by C. Middle school dropout rates CALECHS: Student Engagement Pupil engagement as measured by D. High school dropout rates

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CALPADS
2017-18
CALSMS 90% of the 7th and 8th grade classes will be comprised of

CALS MS 2016-2017:
91% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISSED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.

CALS MS 2017-2018:
87% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISSED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR. NOTE: Data Entry represents % of 6th-7th grade students enrolled >10 days in 2016-17 who have a 7th-8th grade enrollment record >10 days for 2017-18.

CALS HS 2016-2017:
0.0% DROPOUT RATE NOTE: These percentages reflect the data that was provided by the state and checked during the amendment window. However, as of 5/23/2018, the CDE has not publicly posted these percentages on the CDE website.

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
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social Emotional Counseling Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Emotional Interventions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Support Meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and Family Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

All students and families have access to Clinical Counseling Services. All families have access to Family Support Team meetings.

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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.

School will continue with programs offered to intervene when student and family feels less engaged.

**Goal 16**

**CALSECHS (Only):**
School will graduate 90+% of persisting seniors
Subgroup cohort graduation rate will reach 90% or above annually to meet the State identified target subgroup grad rate requirement:

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: E. High school graduation rates

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALPADS</strong></td>
<td>2017-18</td>
<td>2016-2017 GRADUATION RATE: 98%</td>
</tr>
<tr>
<td>School will achieve a &gt;90% cohort graduation rate</td>
<td>(NOTE: These percentages reflect the data that was provided by the state and checked during the amendment window. However, as of 5/23/2018, the CDE has not publicly posted these percentages on the CDE website.</td>
<td></td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>SEE GOAL 15: $0</td>
<td>SEE GOAL 15: $0</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
</tr>
<tr>
<td>The school, student and families work diligently to provide an engaging and supportive environment in order for students to graduate.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

All students and families have access to Clinical Counseling Services. All families have access to Family Support Team meetings.

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
See Goal 15.

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.

School will continue with programs offered to intervene when student and family feels less engaged.

Goal 17

CALSMS & CALECHS

School will reduce its suspensions to less than or equal to 1.5% of students

Update 17-18
Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities: School Climate As measured by: A. Pupil Suspension Rates

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| CALPADS  | 2017-18 CALSMS & CALECHS: ≤ 3% | SUSPENSION RATE: 
|          | CALMS: | ENGLISH LEARNERS: 0%; BLUE 
|          |        | HISPANIC/LATINO: 0%; BLUE 
|          |        | SCHOOL WIDE: 0%; BLUE 
|          |        | SOCIOECONOMIC DISADVANTAGED: 0%; BLUE 
|          |        | SPECIAL EDUCATION: 0%; BLUE 
|          | CALS HS: | ENGLISH LEARNERS: 0%; BLUE 
|          |        | HISPANIC/LATINO: 0%; BLUE 
|          |        | SCHOOL WIDE: 0%; BLUE 
|          |        | SOCIOECONOMIC DISADVANTAGED: 0%; BLUE 
|          |        | SPECIAL EDUCATION: 0%; BLUE |

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

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

Students to be Served: All
Location: All Schools

CALSMS & CALECHS:
- Training for Teachers, Leaders and Families in Restorative Justice and

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

Students to be Served: All
Location: All Schools

9/26/17 - Solution Coaches PD with No Bully 10/3/17 - Understanding Restorative Justice 10/10/17 -

For Actions/Services

CALSMS-2200,2400 Shared costs staffing discipline unit - 2000-2999 Classified Salaries - LCFF: $16,000 CALSMS-4300 Materials - 4000-4999 Books and Supplies - LCFF: $6,000 CALSMS-5860-instructional consultants - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000

For Actions/Services

CALSMS-2200, 2400- SHARED COSTS STAFFING DISCIPLINE UNIT - 2000-2999 Classified Salaries - LCFF: $16,000 CALSMS-4300-MATERIALS - 4000-4999 Books and Supplies - LCFF: $6,000 CALSMS-5860-INSTRUCTIONAL CONSULTANTS - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000

Budgeted Expenditures

Estimated Actual Expenditures

27 of 78 6/27/18, 4:52 PM
### Calendar Interventions, Bully Intervention

- **Restorative Dialog 11/7/17:** Reviewing Restorative Justice & Common Behavior Trends 11/14/17 - Restorative Justice Fishbowl & Scenarios M5 - Advisory lessons around bullying once per semester. Bully referral form was created and pledge was signed by students & parents. School is meeting goal.
- **CALECHS-2200,2400:** Shared costs-staffing discipline unit - 2000-2999
  - Classified Salaries - LCFF: $15,000
  - CALECHS-4300 Materials - 4000-4999 Books and Supplies - LCFF: $6,000
  - CALECHS-5860 instructional consultants - 5000-5999 Services and Other Operating Expenses - LCFF: $8,000
- **Other Operating Expenses - LCFF: $1,000**
- **CALSECHS-2200,2400:** SHARED COSTS-STAFFING DISCIPLINE UNIT - 2000-2999 Classified Salaries - LCFF: $15,000
- **CALSECHS-4300:** MATERIALS - 4000-4999 Books and Supplies - LCFF: $6,000
- **CALSECHS-5860:** INSTRUCTIONAL CONSULTANTS - 5000-5999 Services and Other Operating Expenses - LCFF: $1,000

### Analysis

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

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

School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material differences between Budgeted Expenditures and Estimated Actuals was for Instructional Consultants. The cost was lower than originally anticipated.

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.

School will continue with the programs and trainings.

### Goal 18

**CALSMS & CALSECHS:**

Less than or equal to 1% of students will be expelled

#### State and/or Local Priorities Addressed by this goal:

- **State Priorities:** 6. School climate
- **Local Priorities:** School Climate As measured by: B. Pupil Expulsion Rates

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALPADS</strong></td>
<td><strong>EXPULSION RATE:</strong></td>
</tr>
<tr>
<td>2017-18</td>
<td>CALMS &amp; CALSECHS:</td>
</tr>
</tbody>
</table>
| ≤ 1% | CALMS:
| | ENGLISH LEARNERS: 0%
| | HISPANIC/LATINO: 0%
| | SCHOOL WIDE: 0%
| | SOCIOECONOMIC DISADVANTAGED: 0%
| | SPECIAL EDUCATION: 0%
| | CALS HS: |
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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS -SEE GOAL 17: $0</td>
<td>CALSMS-SEE GOAL 17: $0</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALECHS-SEE GOAL 17: $0</td>
<td>CALECHS-SEE GOAL 17: $0</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**
- SEE GOAL 17

**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 has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal 17.

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.

School will continue with the programs and trainings.

**Goal 19**

CALSMS & CALECHS:
Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities: School Climate As measured by: C. School Connectedness

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student and Family Survey</strong></td>
<td>2017-18 average approval rating of a ≥ Level 3</td>
<td>ANNUAL STAKEHOLDER SATISFACTION SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALS MS:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAMILY SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENT SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEACHER SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 3.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALS HS:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAMILY SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 41%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENT SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEACHER SURVEY:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPROVAL RATING - LEVEL 3.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RESPONSE RATE - 68%</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</td>
<td>CALSMS-5200 Conferences for leaders - 5000-5999 Services and Other Operating Expenses - LCFF: $5,000</td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALECHS-5200-conferences for leaders - 5000-5999 Services and Other Operating Expenses - LCFF: $5,000</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>School offered opportunities for stakeholder involvement: Planned Meetings and Development</td>
<td></td>
</tr>
<tr>
<td>Back to School Night</td>
<td>Opportunities: Parent Orientation</td>
<td></td>
</tr>
<tr>
<td>Student Led Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebration of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Advisory Council meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 20

**CALSMS & CALECHS:**

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school’s charter.

### State and/or Local Priorities Addressed by this goal:

**State Priorities:** 7. Course access

Local Priorities: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)- (i))

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Offerings, Student Master Schedule</td>
<td><strong>2017-18</strong></td>
</tr>
<tr>
<td></td>
<td>100% access</td>
</tr>
<tr>
<td></td>
<td>CALS MS: COURSE ACCESS: 100% CALS HS: COURSE ACCESS: 100%</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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.

Superintendent and College Counselor supports creation of Master Schedule to ensure 100% of students have course access. School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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.

School will continue with actions in order to meet the goal.

### Goal 21

**CALMS & CALECHS**

All Students will have access to ELA and Math Intervention

<table>
<thead>
<tr>
<th>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</th>
<th>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</th>
<th>CALSMS - 1300,1900</th>
<th>CALSMS-1300-1900- SHARED COSTS- INCLUSION COACH STAFFING - 1000-1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served: All</td>
<td>Location: All Schools</td>
<td>Shared costs-inclusion coach staffing - 1000-1999</td>
<td>Certificated Salaries - LCFF: $16,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Goal #1: $0</td>
<td>Certificated Salaries - LCFF: $16,000</td>
</tr>
<tr>
<td>Creation of Student Master Schedule</td>
<td>Course offerings</td>
<td>CALECHS - 1300,1900</td>
<td>Goal #1: $0</td>
</tr>
<tr>
<td>Inclusion support for students with IEPs who are also EL and LI to ensure course access.</td>
<td></td>
<td>Coach Staffing - 1000-1999</td>
<td>Certificated Salaries - LCFF: $16,000</td>
</tr>
</tbody>
</table>

### State and/or Local Priorities Addressed by this goal:

**State Priorities:** 8. Other pupil outcomes

**Local Priorities:** Pupil Outcomes Pupil outcomes, if available, in the subject areas described in E.C. §§51210(a)- (i), inclusive, of §51220, as applicable. B. ELA Intervention C. Math Intervention
<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention, Master Schedule, RTI</td>
<td>100% access</td>
<td>CALS MS:</td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td>100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALS HS:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</strong></td>
<td><strong>CALSMS - See Goal #6 &amp; #7: $0</strong></td>
<td><strong>CALSMS - SEE GOAL #6 &amp; #7: $0</strong></td>
</tr>
<tr>
<td>Students to be Served: All</td>
<td>Students to be Served: All</td>
<td>CALSECHS - See Goal #6 &amp; #7: $0</td>
<td>CALSECHS-SEE GOAL #6 &amp; #7: $0</td>
</tr>
<tr>
<td>Location: All Schools</td>
<td>Location: All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</td>
<td>HS Summer - Math I Bootcamp for rising freshmen who struggled in 8th grade math as evidenced by grades &amp; CAASPP scores. HS - Each teacher holds two hours of intervention a week either at lunch or after school. (8/17 - 6/18) MS &amp; HS Inclusion Team offers 2.5 hrs of intervention/support every Tuesday for students who are in need. MS - Targeted Small Group Intervention occurred after school in Math &amp; ELA. Students went 2 days a week for an hour. Students were selected based on MAP data. 10/2 - 11/17 = Cycle 1, 1/29 - 2/26 = Cycle 2, 3/19 - 4/27 = Cycle 3. MS Teachers have 1 day a week where they offer intervention for student to make up quizzes or get extra help on assignments. HS Saturday School - focused on students who were scoring a 2 on the MAP assessment. Students attended 6 Saturdays in March &amp; April to work on bridging gaps. Saturday classes lasted 4 hours. MS Saturday School = 6 Saturdays in spring for credit recovery in ELA and Math for students with multiple fails. Instructional Technology: NewseLA, Khan Academy (HS &amp; MS) ImagineMath (MS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 is providing opportunity for intervention. School works to ensure intervention occurs both in class and outside of class (Saturday and/or after school).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal #6 and Goal #7

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.

Although school is providing 100% access to intervention, it is working on ways to increase attendance and engagement. Additional actions may include summer meetings, family goal setting meetings more opportunities to monitor success and celebrate growth.

Stakeholder Engagement

LCAP Year: 2018-19

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?

May 30, 2018—Site Advisory Council LCAP Stakeholder Input Meeting The school hosted a School Advisory Council focused on LCAP and Annual Update. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection questions included: What do you see in the plan that you agree with and that aligns with your own priorities? What, if any, recommendations do you have for changes to the goal(s) and spending within this state priority?

June 4, 2018—Superintendent Review of Stakeholder Feedback The PUC Superintendents met to analyze stakeholder feedback gathered from May 30 meeting. Superintendents considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Superintendents also planned to engage stakeholders at the next opportunity by summing up the themes of this input and next steps based on stakeholder recommendations.

June 20, 2018—The school’s Board of Directors reviewed and approved the LCAP.

Impact on LCAP and Annual Update

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

Stakeholder feedback from the May 30 Site Advisory Council meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting: well qualified teachers, student growth and achievement, parent engagement, and support for English Learners. Participants expressed support for proposed changes and identified progress and areas of need.

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we added “literacy leveled materials.” This change emphasizes the critical role that literacy places in achieving the vision of college success for all students. Second, the parent engagement goal will be altered in Action 3 to indicate that the Parent Engagement and Intervention Services Manager will incorporate parent input into the planning of parent workshops. We want to ensure that parents’ voices are honored and their input is used to inform decision-making. Finally, in Goal 10 “EL Students will be reclassified as Fluent English Proficient annually,” the school will revise the Service of ELD Curriculum to incorporate External ELD Trainings as well. This change will ensure that school staff have access to the latest best practices in supporting English Learners.

The school will report back to stakeholders in the coming year to review the input, including alignment and recommendations, and increasing opportunities for stakeholder engagement in LCAP for the coming year.

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.
**Goal 1**  
**CALSMS & CALECHS:**  
100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

**State and/or Local Priorities Addressed by this goal:**  
- State Priorities: 1. Basic; 8. Other pupil outcomes  
- Local Priorities: Specify Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

**Identified Need:**  
CALSMS & CALECHS:  
100% of all teachers are fully credentialed and appropriately placed.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSPADS Annual Credential Report</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>
| • Supervision and staffing of instructional program  
  • Efficient Recruitment and Hiring Process  
  • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.  
  • Focus on ELA Administrators to support | • Supervision and staffing of instructional program  
  • Efficient Recruitment and Hiring Process  
  • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.  
  • Focus on ELA Administrators to support | • Supervision and staffing of instructional program  
  • Efficient Recruitment and Hiring Process  
  • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.  
  • Focus on ELA Administrators to support |
<table>
<thead>
<tr>
<th>EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners</th>
<th>EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners</th>
<th>EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>Amount</td>
<td>$150,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALSMS - 1300 - Administrators</td>
<td>Certificated Salaries; CALSMS - 1300 - Administrators</td>
</tr>
<tr>
<td>Amount</td>
<td>$85,000</td>
<td>$85,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Other; CALSMS - 7400 - Directors of Talent Management, HR, and IT</td>
<td>Other; CALSMS - 7400 - Directors of Talent Management, HR, and IT</td>
</tr>
<tr>
<td>Amount</td>
<td>$150,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALSECHS - 1300 - Administrators</td>
<td>Certificated Salaries; CALSECHS - 1300 - Administrators</td>
</tr>
<tr>
<td>Amount</td>
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<td>$85,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Other; CALSECHS - 7400 - Directors of Talent Management, HR, IT</td>
<td>Other; CALSECHS - 7400 - Directors of Talent Management, HR, IT</td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Select from New Goal, Modified Goal, or Unchanged Goal)</td>
<td>Modified Goal</td>
<td></td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td>Students, including all significant student groups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards aligned materials, literacy-leveled materials, and additional instructional materials as outlined in our charter petition.</td>
<td></td>
</tr>
<tr>
<td><strong>State and/or Local Priorities Addressed by this goal:</strong></td>
<td>State Priorities: 1. Basic; 8. Other pupil outcomes</td>
<td>Local Priorities: Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119) Pupil Outcomes</td>
</tr>
<tr>
<td><strong>Identified Need:</strong></td>
<td>CALSMS &amp; CALECHS: All students have access to Standards-aligned instructional materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Expected Annual Measurable Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
</tr>
<tr>
<td>SARC Report</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
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</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

**2017-18**
Select from New Action, Modified Action, or Unchanged Action:

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSMS &amp; CALSECHS:</td>
</tr>
<tr>
<td>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</td>
</tr>
<tr>
<td>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</td>
</tr>
</tbody>
</table>

**2018-19**
Select from New Action, Modified Action, or Unchanged Action:

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSMS &amp; CALSECHS:</td>
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**2019-20**
Select from New Action, Modified Action, or Unchanged Action:

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<tr>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSMS &amp; CALSECHS:</td>
</tr>
<tr>
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</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALSMS - 4100 Textbooks</td>
<td>Books and Supplies; CALSMS - 4100 Textbooks</td>
<td>Books and Supplies; CALSMS - 4100 Textbooks</td>
</tr>
<tr>
<td>Amount</td>
<td>$99,335</td>
<td>$85,000</td>
<td>$85,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
### Budget Reference

<table>
<thead>
<tr>
<th>Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs</th>
<th>Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs</th>
<th>Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs</th>
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</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALSECHS - 4100 Textbooks</td>
<td>Books and Supplies; CALSECHS - 4100 Textbooks</td>
</tr>
</tbody>
</table>

### Goal 3

**CALSMS & CALECHS:**
Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

**State and/or Local Priorities Addressed by this goal:**
State Priorities: 1. Basic
Local Priorities: Basic Services C. Facilities School facilities are maintained in goodrepair (E.C. 17002(d))

**Identified Need:**
CALSMS & CALECHS:
- All school facilities are maintained and in good repair.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Repair Inspection Checklist and Repair Log</td>
<td>90%/90%/100%</td>
<td>90%/90%/100%</td>
<td>90%/90%/100%</td>
<td>90%/90%/100%</td>
</tr>
</tbody>
</table>

### 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:

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</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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</tbody>
</table>

## Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Select from New Action, Modified Action, or Unchanged Action:</td>
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</tbody>
</table>
### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$54,712</td>
<td>$55,806</td>
<td>$56,922</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries; CALSMS - 2200- Staffing</td>
<td>Classified Salaries; CALSMS - 2200- Staffing</td>
<td>Classified Salaries; CALSMS - 2200- Staffing</td>
</tr>
<tr>
<td>Amount</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities Associate</td>
<td>Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities</td>
<td>Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities</td>
</tr>
<tr>
<td>Amount</td>
<td>$54,712</td>
<td>$55,806</td>
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</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries; CALECHS - 2200 - Staffing</td>
<td>Classified Salaries; CALECHS - 2200 - Staffing</td>
<td>Classified Salaries; CALECHS - 2200 - Staffing</td>
</tr>
<tr>
<td>Amount</td>
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<td>$30,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities</td>
<td>Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities</td>
<td>Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities</td>
</tr>
</tbody>
</table>

### Goal 4

**CALSMS & CALECHS**
- School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups.
- School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.
- Teachers will participate in annual professional development on the implementation of the Common Core State Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards

#### State and/or Local Priorities Addressed by this goal:
- State Priorities: 8. Other pupil outcomes
  - Local Priorities: Implementation of Common Core State Standards (CCSA) A. Implementation Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

#### Identified Need:
- CALSMS & CALECHS:
  - 100% implementation of the CCSS.

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone documents, Instructional Scope and</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Sequence, Lesson Plan Documents

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
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</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Actions/Services**

<table>
<thead>
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<th>2017-18</th>
<th>2018-19</th>
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</tr>
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<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
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<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Unchanged Action</td>
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<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

- Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.
- Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

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- Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.
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**Budgeted Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$43,100</td>
<td>$43,100</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALSMS - 1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendent of Instruction &amp; Aides</td>
<td>Certificated Salaries; CALSMS - 1300,1900-Shared Costs-Superintendents &amp; Aides</td>
<td>Certificated Salaries; CALSMS - 1300,1900-Shared Costs-Superintendents &amp; Aides</td>
</tr>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Other; CALSMS - 7400-Shared Costs Materials</td>
<td>Other; CALSMS - 7400-Shared Costs Materials</td>
<td>Other; CALSMS - 7400-Shared Costs Materials</td>
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<tr>
<td>Amount</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$17,000</td>
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<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Other; CALSMS - 7400-Data Team Support</td>
<td>Other; CALSMS - 7400-Data Team Support</td>
<td>Other; CALSMS - 7400-Data Team Support</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- School Information Services</td>
<td></td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- School Information Services</td>
<td></td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- School Information Services</td>
<td></td>
</tr>
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<thead>
<tr>
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<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Information Technology - Produce Professional Development</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Information Technology - Produce Professional Development</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Information Technology - Produce Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Data Team Support</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Data Team Support</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSMS-7400- Data Team Support</td>
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</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSESCHS-7400-Information Technology- Produce Professional Development Training</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSESCHS-7400-Information Technology- Produce Professional Development Training</td>
</tr>
<tr>
<td>$17,000</td>
<td>LCFF</td>
<td>Other; CALSESCHS-7400-Information Technology- Produce Professional Development Training</td>
</tr>
</tbody>
</table>

**Action 2**

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)

All Schools

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

<table>
<thead>
<tr>
<th>Year</th>
<th>New Action</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unchanged</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**
Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

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### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALMS-5200-CCSS Professional Development for Teachers</td>
<td>Services and Other Operating Expenses; CALMS-5200-CCSS Professional Development for Teachers</td>
<td>Services and Other Operating Expenses; CALMS-5200-CCSS Professional Development for Teachers</td>
</tr>
</tbody>
</table>

### Goal 5

**CALSMS & CALECHS:**
- Parents will attend a minimum of 6 family meetings
- Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.
- School will provide Parent Engagement Workshops

### State and/or Local Priorities Addressed by this goal:

- State Priorities: 3. Parent involvement
- Local Priorities: Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

### Identified Need:

**CALSMS & CALECHS:**
- 100% Parent access to opportunities for participation, and input on decision-making.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family meeting Agendas and Sign-ins, Site Advisory Council Agendas and Sign-ins</td>
<td>6 Family Night Minimum 2 Parents on SAC</td>
<td>6 Family Night Minimum 2 Parents on School Advisory Committee 3 Parent Engagement Workshops</td>
<td>6 Family Night Minimum 2 Parents on School Advisory Committee 3 Parent Engagement Workshops</td>
<td>6 Family Night Minimum 2 Parents on School Advisory Committee 3 Parent Engagement Workshops</td>
</tr>
</tbody>
</table>

### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unchanged Action</strong></td>
<td><strong>Unchanged Action</strong></td>
<td><strong>Unchanged Action</strong></td>
</tr>
</tbody>
</table>

**CALMS & CALSECHS:**

- School will provide a minimum of 6 Family Meetings

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18</strong></td>
<td>$8,000</td>
<td>Services and Other Operating Expenses; CALMS-5290-Meetings Staff/Parents</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALMS-5290-Meetings Staff/Parents</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSECHS-5290-Meetings Staff/Parents</td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:
- Unchanged Action

2018-19
Select from New Action, Modified Action, or Unchanged Action:
- Unchanged Action

2019-20
Select from New Action, Modified Action, or Unchanged Action:
- Unchanged Action

CALSMS & CALECHS:
- School will invite 2 parents to attend all School Advisory Council Meetings.

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSMS-5290-SAC Meetings Staff/Parents</td>
<td>Services and Other Operating Expenses; CALSMS-5290-SAC Meetings Staff/Parents</td>
<td>Services and Other Operating Expenses; CALSMS-5290-SAC Meetings Staff/Parents</td>
</tr>
</tbody>
</table>

Action 3

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)
  - All

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

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

2017-18
Select from New Action, Modified Action, or Unchanged Action:
- Unchanged Action

2018-19
Select from New Action, Modified Action, or Unchanged Action:
- Modified Action

2019-20
Select from New Action, Modified Action, or Unchanged Action:
- Modified Action

CALSMS & CALECHS:
- School will engage with outside organization to provide training and development for Parent

CALSMS & CALECHS:
- Parent Engagement and Behavior Intervention Services Manager will incorporate parent
Engagement.

input into the design of a Parent Engagement Workshop plan.

input into the design of a Parent Engagement Workshop plan.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Services and Other Operating Expenses; CALSMS-5860- Instructional Consultants</td>
<td>Certificated Salaries; CALSMS-1300-1900-PARENT ENGAGEMENT SERVICES MANAGER</td>
<td>Certificated Salaries; CALSMS-1300-1900-PARENT ENGAGEMENT SERVICES MANAGER</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Services and Other Operating Expenses; CALSECHS-5860- Instructional Consultants</td>
<td>Certificated Salaries; CALSECHS-1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</td>
<td>Certificated Salaries; CALSECHS-1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</td>
</tr>
</tbody>
</table>

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

**Modified Goal**

### Goal 6

**CALSMS & CALECHS:**

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

#### State and/or Local Priorities Addressed by this goal:

- **State Priorities:** 4. Pupil achievement
- **Local Priorities:** Student Achievement Pupil achievement as measured by:
  - A. Statewide Assessments: ELA/Literacy and Mathematics

#### Identified Need:

**CALSMS & CALECHS:**

- All students will meet or exceed targets for growth in Statewide Assessments once set by the State.

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Statewide Assessment Results</td>
<td>Not Applicable</td>
<td>Meets or exceeds targets for growth</td>
<td>Meets or exceeds targets for growth</td>
<td>Meets or exceeds targets for growth</td>
</tr>
</tbody>
</table>

### 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)

- All

**Location(s):**

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

- All Schools

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)**

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</strong></td>
</tr>
</tbody>
</table>

### Scope of Services:

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

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Select from New Action, Modified Action, or Unchanged Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td><strong>Unchanged Action</strong></td>
</tr>
<tr>
<td>2018-19</td>
<td><strong>Unchanged Action</strong></td>
</tr>
<tr>
<td>2019-20</td>
<td><strong>Unchanged Action</strong></td>
</tr>
</tbody>
</table>

#### CALSMS & CALSECHS:

- Implementation of Intervention programs (after school, Saturday school, summer school)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4410 Software (Think Through Math)</td>
</tr>
<tr>
<td>2018-19</td>
<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4410-TTM &amp; 50% NWEA MAP</td>
</tr>
<tr>
<td>2019-20</td>
<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4410-TTM &amp; 50% NWEA MAP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-1100-3600 - Staffing for outside of class intervention</td>
</tr>
<tr>
<td>2018-19</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-1100-3600 - Staffing for outside of class intervention</td>
</tr>
<tr>
<td>2019-20</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-1100-3600 - Staffing for outside of class intervention</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<td>Books and Supplies; CALSMS-4410-Data Tracking Tools-Illuminate, Schoolzilla</td>
</tr>
<tr>
<td>2018-19</td>
<td>$126,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4410-Data Tracking Tools-Illuminate, Schoolzilla</td>
</tr>
<tr>
<td>2019-20</td>
<td>$126,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4410-Data Tracking Tools-Illuminate, Schoolzilla</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<td>LCFF</td>
<td>Classified Salaries; CALSMS-2900-ASES Grant</td>
</tr>
<tr>
<td>2018-19</td>
<td>$18,150</td>
<td>LCFF</td>
<td>Classified Salaries; CALSMS-2900-ASES Grant</td>
</tr>
<tr>
<td>2019-20</td>
<td>$18,150</td>
<td>LCFF</td>
<td>Classified Salaries; CALSMS-2900-ASES Grant</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALECHS-4410 Software Think Through Math</td>
</tr>
<tr>
<td>2018-19</td>
<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALECHS-4410-TTM &amp; 50% NWEA MAP</td>
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<td>$8,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALECHS-4410-TTM &amp; 50% NWEA MAP</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-1100-3600-Staffing for outside intervention</td>
</tr>
<tr>
<td>2018-19</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-1100-3600-Staffing for outside intervention</td>
</tr>
<tr>
<td>2019-20</td>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-1100-3600-Staffing for outside intervention</td>
</tr>
</tbody>
</table>
# Goal 7

**State Indicators:**

- Chronic Absentism
- Suspension Rate (K-12)
- English Learner Progress (K-12)
- Graduation Rate (9-12)
- College/Career
- English Language Arts (3-8)
- Mathematics (3-8)

**State and/or Local Priorities Addressed by this goal:**

- State Priorities: 4. Pupil achievement
- Local Priorities:

**Identified Need:**

**CALSMS & CALECHS:**

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

**Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE API Report- Changed to California School Dashboard</td>
<td>No Data</td>
<td>Growth Target to be determined</td>
<td>Growth Target to be determined</td>
<td>Growth Target to be determined</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

**CALSMS & CALECHS:**
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

**CALSMS & CALECHS:**
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$5,000</td>
<td>$5,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALSMS-1901-Shared Costs- Staffing of Coaches</td>
<td>Certificated Salaries; CALSMS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES</td>
<td>Certificated Salaries; CALSMS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
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<td>Amount</td>
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<td>$5,000</td>
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<tr>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALECHS-1901-Shared Costs- Staffing of Coaches</td>
<td>Certificated Salaries; CALECHS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES</td>
<td>Certificated Salaries; CALECHS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
<td>Services and Other Operating Expenses; CALSMS-5200-ELD Standards Program Professional Development</td>
</tr>
</tbody>
</table>

### Goal 8

**CALSMS & CALECHS:**
Students are on track to be college and career ready.
- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

**State and/or Local Priorities Addressed by this goal:**
State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: C. College and Career Ready

**Identified Need:**
- CALSMS & CALECHS:
  - 100% of students are on track to be college and career ready.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Lexile Data, EAP Results</td>
<td>N/A</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

- **CALSMS & CALECHS:**
  - Provide Achieve 3000 instruction for all students

- **CALSMS & CALECHS:**
  - Provide NEWSELA or other instructional technology for all students

- **CALSMS & CALECHS:**
  - Provide NEWSELA or other instructional technology for all students

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$3,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALSMS- 4410 Software</td>
<td>Books and Supplies; CALSMS- 4410 Software</td>
<td>Books and Supplies; CALSMS- 4410 Software</td>
</tr>
<tr>
<td>Amount</td>
<td>$20,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALECHS - 4410 Software</td>
<td>Books and Supplies; CALECHS - 4410-NEWSELA OR OTHER Software</td>
<td>Books and Supplies; CALECHS - 4410 NEWSELA OR OTHER Software</td>
</tr>
</tbody>
</table>

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

**Goal 9**

**CALSMS & CALECHS:**

EL students will advance at least one performance level per the CELDT/ ELPAC each academic year.
Update 17-18: Blue, green, or improving by one color for Color Coded Performance Level per the California School Dashboard.
- English Learner Progress (K-12)

State and/or Local Priorities Addressed by this goal:
State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:
CALSMS & CALECHS:
- 100% of students are on track to be college and career ready.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT/ ELPAC Annual Report</td>
<td>N/A</td>
<td>75% of EL students will advance at least one performance level per academic year</td>
<td>75% of EL students will advance at least one performance level per academic year</td>
<td>75% of EL students will advance at least one performance level per academic year</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
<tr>
<td>2018-19 Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALSMS &amp; CALECHS:</th>
<th>CALSMS &amp; CALECHS:</th>
<th>CALSMS &amp; CALECHS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide NEWSLEA for all students</td>
<td>Provide NWEA MAP for all students</td>
<td>Provide NWEA MAP for all students</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
</tr>
</tbody>
</table>
Goal 10

CALMS & CALECHS:
EL students will be reclassified as Fluent Proficient annually.

State and/or Local Priorities Addressed by this goal:
State Priorities: 4. Pupil achievement
Local Priorities: State Priority #4 Student Achievement Pupil achievement as measured by: E. EL Reclassification Rates

Identified Need:
CALMS & CALECHS:
• EL students will be reclassified as Fluent English Proficient annually.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT/ ELPAC Results and Reclassification Matrix</td>
<td>No Data</td>
<td>Higher than District Average</td>
<td>Higher than District Average</td>
<td>Higher than District Average</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2017-18</td>
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<td></td>
<td>Unchanged Action</td>
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<tr>
<td>2018-19</td>
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</tr>
<tr>
<td></td>
<td>Modified Action</td>
</tr>
<tr>
<td>2019-20</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td></td>
<td>Modified Action</td>
</tr>
</tbody>
</table>
CALMS & CALECHS:
- ELD Standards Professional Development and Materials.

CALMS & CALECHS:
- ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.

CALMS & CALECHS:
- ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<tr>
<td><strong>Amount</strong></td>
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<td>$4,500</td>
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<td><strong>Source</strong></td>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>Certificated Salaries; CALMS-1300,1900-Shared Costs-Staffing of ELD Coaches</td>
<td>Certificated Salaries; CALSECHS-1300-ELD TEACHER LEADER STIPENDS</td>
<td>Certificated Salaries; CALSECHS-1300-ELD TEACHER LEADER STIPENDS</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
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<td>Books and Supplies; CALS MS 4300-ELD CURRICULUM</td>
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<td><strong>Source</strong></td>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
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<td>Services and Other Operating Expenses; CALS MS-5200-External ELD TRAININGS</td>
<td>Services and Other Operating Expenses; CALS MS-5200-External ELD TRAININGS</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>NOT APPLICABLE</td>
<td>Books and Supplies; CALS HS-4300-ELD CURRICULUM</td>
<td>Books and Supplies; CALS HS-4300-ELD CURRICULUM</td>
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<tr>
<td><strong>Amount</strong></td>
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<td>$4,500</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>Certificated Salaries; CALSECHS-1300,1900-Shared Costs-Staffing of ELD Coaches</td>
<td>Certificated Salaries; CALSECHS-1300-ELD TEACHER LEADER STIPENDS</td>
<td>Certificated Salaries; CALSECHS-1300-ELD TEACHER LEADER STIPENDS</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>NOT APPLICABLE</td>
<td>Books and Supplies; CALS HS-4300-ELD CURRICULUM</td>
<td>Books and Supplies; CALS HS-4300-ELD CURRICULUM</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
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<td>$1,500</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>Services and Other Operating Expenses; CALS HS-5200-EXTERNAL ELD TRAININGS</td>
<td>Services and Other Operating Expenses; CALS HS-5200-EXTERNAL ELD TRAININGS</td>
<td>Services and Other Operating Expenses; CALS HS-5200-EXTERNAL ELD TRAININGS</td>
</tr>
</tbody>
</table>

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

**Goal 11**

CALMS & CALECHS:
- School will maintain a high ADA rate  
  - ALL SUBGROUPS: EL, SPED, LI

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard
  - Chronic Absenteeism
State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>Identified Need:</th>
<th>CALSM &amp; CALECHS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities: 5. Pupil engagement</td>
<td>State Priorities: Student Engagement: Pupil engagement as measured by:</td>
</tr>
<tr>
<td>Local Priorities: Student Engagement: Pupil engagement as measured by: A. School Attendance Rates</td>
<td></td>
</tr>
</tbody>
</table>

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Attendance Reports</td>
<td>CALSMS: 95.82%</td>
<td>&gt;/= 96%</td>
<td>&gt;/= 96%</td>
<td>&gt;/= 96%</td>
</tr>
<tr>
<td>CALECHS: 95.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong> Attendance Personnel/Staffing</td>
<td><strong>CALSMS &amp; CALECHS:</strong> Attendance Personnel/Staffing</td>
<td><strong>CALSMS &amp; CALECHS:</strong> Attendance Personnel/Staffing</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Amount</td>
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<td>$50,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries; CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff</td>
<td>Classified Salaries; CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff</td>
<td>Classified Salaries; CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff</td>
</tr>
<tr>
<td>Amount</td>
<td>$50,000</td>
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<td>LCFF</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries; CALECHS-2100, 2400 Supporting pay of Classified Staff</td>
<td>Classified Salaries; CALECHS-2100, 2400 Supporting pay of Classified Staff</td>
<td>Classified Salaries; CALECHS-2100, 2400 Supporting pay of Classified Staff</td>
</tr>
</tbody>
</table>

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
</tr>
<tr>
<td>Attendance Incentives Program</td>
<td>Attendance Incentives Program</td>
<td>Attendance Incentives Program</td>
</tr>
<tr>
<td>Support for clubs, leadership class supplies</td>
<td>Support for clubs, leadership class supplies</td>
<td>Support for clubs, leadership class supplies</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td>Amount</td>
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<td>$4,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALSMS-4350 Materials</td>
<td>Books and Supplies; CALSMS-4350 Materials</td>
<td>Books and Supplies; CALSMS-4350 Materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; CALECHS-4350 - Materials</td>
<td>Books and Supplies; CALECHS-4350 - Materials</td>
<td>Books and Supplies; CALECHS-4350 - Materials</td>
</tr>
</tbody>
</table>
Goal 12

**CALSMS & CALSECHS**

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance Levels per State Accountability System.

- Chronic Absenteeism

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates

**Identified Need:**

CALSMS & CALSECHS:

- Fewer than 10% of students will meet or surpass threshold for absenteeism.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Attendance Reports</td>
<td>No Data</td>
<td>90% of students &lt; 3 unexcused absences</td>
<td>90% of students &lt; 3 unexcused absences</td>
<td>90% of students &lt; 3 unexcused absences</td>
</tr>
</tbody>
</table>

**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)

- All

**Location(s):**

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

- All Schools

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**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
</tbody>
</table>

- Modified Action
- Unchanged Action
- Unchanged Action

**CALSMS & CALSECHS:**

- See Goal #13
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>:</td>
<td>See Goal #13</td>
<td>See Goal #13</td>
<td>See Goal #13</td>
</tr>
</tbody>
</table>

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

**Goal 13**

**CALSMS:**
- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

**CALECHS:**
- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%.

**State and/or Local Priorities Addressed by this goal:**
- State Priorities: 5. Pupil engagement
- Local Priorities: CALSMS: Student Engagement Pupil engagement as measured by C. Middle school dropout rates
- CALECHS: Student Engagement Pupil engagement as measured by D. High school dropout rates

**Identified Need:**
- **CALSMS:**
  - School will retain and promote 7th - 8th grade students at 90%.
- **CALECHS:**
  - School will achieve a ≤ 5% Dropout Rate.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALPADS CALSMS:</td>
<td>79% 6th grade retention</td>
<td>CALSMS 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year</td>
<td>CALSMS 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year</td>
<td>CALSMS 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year</td>
</tr>
<tr>
<td></td>
<td>77% 7th grade retention</td>
<td>CALECHS: School will achieve a ≤ 5% Dropout Rate</td>
<td>CALECHS: School will achieve a ≤ 5% Dropout Rate</td>
<td>CALECHS: School will achieve a ≤ 5% Dropout Rate</td>
</tr>
<tr>
<td></td>
<td>1.9% (2012-13)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Select from New Action, Modified Action, or Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>2018-19</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>2019-20</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

- Social Emotional Counseling Services
  - Social Emotional Interventions:
    - Family Support Meetings
    - Incentives
    - Student and Family Engagement

**CALSMS & CALECHS:**

- Social Emotional Counseling Services
  - Social Emotional Interventions:
    - Family Support Meetings
    - Incentives
    - Student and Family Engagement

**CALSMS & CALECHS:**

- Social Emotional Counseling Services
  - Social Emotional Interventions:
    - Family Support Meetings
    - Incentives
    - Student and Family Engagement

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$35,700</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-shared costs 1300,1900 clinical counseling staffing</td>
</tr>
<tr>
<td>2018-19</td>
<td>$36,414</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-shared costs 1300,1900 clinical counseling staffing</td>
</tr>
<tr>
<td>2019-20</td>
<td>$37,500</td>
<td>LCFF</td>
<td>Certificated Salaries; CALSMS-shared costs 1300,1900 clinical counseling staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-shared costs 1300,1900-clinical counseling staffing</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-shared costs 1300,1900-clinical counseling staffing</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Certificated Salaries; CALECHS-shared costs 1300,1900-clinical counseling staffing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4300- Materials</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4300- Materials</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,000</td>
<td>LCFF</td>
<td>Books and Supplies; CALSMS-4300- Materials</td>
</tr>
</tbody>
</table>

**Goal 14**

**CALSMS & CALECHS**

- School will reduce its suspensions to less than or equal to 1.5% of students

**Update 17-18**

- Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

**Suspension Rate (K-12)**
State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities: School Climate As measured by: A. Pupil Suspension Rates

Identified Need:

CALSMS & CALECHS:
- School will reduce suspension rate.

## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALPADS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CALSMS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6% (2012-13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino 6.8%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EL 2.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 2.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged 6.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CALECHS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6% (2012-13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino -2.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL 0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged 1.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:
- ≤ 3%

### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td><strong>Amount</strong></td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Classified Salaries; CALSMS-2200,2400 Shared costs staffing discipline unit</td>
<td>Classified Salaries; CALSMS-2200,2400 Shared costs staffing discipline unit</td>
<td>Classified Salaries; CALSMS-2200,2400 Shared costs staffing discipline unit</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Books and Supplies; CALMS-4300 Materials</td>
<td>Books and Supplies; CALMS-4300 Materials</td>
<td>Books and Supplies; CALMS-4300 Materials</td>
</tr>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
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<td>Services and Other Operating Expenses; CALMS-5860-instructional consultants</td>
<td>Services and Other Operating Expenses; CALMS-5860-instructional consultants</td>
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<td><strong>Source</strong></td>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Classified Salaries; CALECHS-2200,2400-Shared costs-staffing discipline unit</td>
<td>Classified Salaries; CALECHS-2200,2400-Shared costs-staffing discipline unit</td>
<td>Classified Salaries; CALECHS-2200,2400-Shared costs-staffing discipline unit</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Books and Supplies; CALECHS-4300 Materials</td>
<td>Books and Supplies; CALECHS-4300 Materials</td>
<td>Books and Supplies; CALECHS-4300 Materials</td>
</tr>
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<td><strong>Amount</strong></td>
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<td>$8,000</td>
<td>$8,000</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Services and Other Operating Expenses; CALECHS-5860-instructional consultants</td>
<td>Services and Other Operating Expenses; CALECHS-5860-instructional consultants</td>
<td>Services and Other Operating Expenses; CALECHS-5860-instructional consultants</td>
</tr>
</tbody>
</table>

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

**Goal 15**

**CALSMS & CALECHS:**

Less than or equal to 1% of students will be expelled

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 6, School climate
Local Priorities: School Climate As measured by: B. Pupil Expulsion Rates

**Identified Need:**

**CALSMS & CALECHS:**

- School will reduce expulsion rate.

**Expected Annual Measurable Outcomes**
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALPADS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALSMS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-12 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALECHS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-12 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
<td>CALSMS &amp; CALECHS:</td>
</tr>
<tr>
<td>• SEE GOAL 17</td>
<td>• SEE GOAL 17</td>
<td>• SEE GOAL 17</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>CALSMS - SEE GOAL 17</td>
<td>CALSMS - SEE GOAL 17</td>
<td>CALSMS - SEE GOAL 17</td>
</tr>
</tbody>
</table>
### Goal 16
**CALSMS & CALSECHS:**
- Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

#### State and/or Local Priorities Addressed by this goal:
- State Priorities: 6. School climate
- Local Priorities: School Climate As measured by: C. School Connectedness

#### Identified Need:
**CALSMS & CALSECHS:**
- Parent Satisfaction

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Family Survey</td>
<td>No Data</td>
<td>average approval rating of a $\geq$ Level 3</td>
<td>average approval rating of a $\geq$ Level 3</td>
<td>average approval rating of a $\geq$ Level 3</td>
</tr>
</tbody>
</table>

#### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>
Parent Orientation  
Back to School Night  
Student Led Conferences  
Celebration of learning  
School Advisory Council meeting  
Coffee with the principal  
Parent Meetings/Committees  
Family Nights  
Content Nights  
Training for Leaders on Parent Engagement

Parent Orientation  
Back to School Night  
Student Led Conferences  
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Parent Orientation  
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Celebration of learning  
School Advisory Council meeting  
Coffee with the principal  
Parent Meetings/Committees  
Family Nights  
Content Nights  
Training for Leaders on Parent Engagement

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALECHS-5200-conferences for leaders</td>
<td>Services and Other Operating Expenses; CALECHS-5200-conferences for leaders</td>
<td>Services and Other Operating Expenses; CALECHS-5200-conferences for leaders</td>
</tr>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenses; CALSMS-5200 Conferences for leaders</td>
<td>Services and Other Operating Expenses; CALSMS-5200 Conferences for leaders</td>
<td>Services and Other Operating Expenses; CALSMS-5200 Conferences for leaders</td>
</tr>
</tbody>
</table>

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access  
Local Priorities: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs. Broad course of study includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)- (i))

Identified Need:  

CALSMS & CALECHS:  
- Access

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Offerings, Student Master Schedule</td>
<td>100% access</td>
<td>100% access</td>
<td>100% access</td>
<td>100% access</td>
</tr>
</tbody>
</table>

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: | Location(s): |
(Select from All, Students with Disabilities, or Specific Student Groups)  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All   All Schools

OR

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

Students to be Served:  Scope of Services:  Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)  (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>• Creation of Student Master Schedule</td>
<td>• Creation of Student Master Schedule</td>
<td>• Creation of Student Master Schedule</td>
<td></td>
</tr>
<tr>
<td>• Course offerings</td>
<td>• Course offerings</td>
<td>• Course offerings</td>
<td></td>
</tr>
<tr>
<td>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</td>
<td>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</td>
<td>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</td>
<td></td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$16,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALMS - 1300,1900 Shared costs-inclusion coach staffing</td>
<td>Certificated Salaries; CALMS - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</td>
<td>Certificated Salaries; CALMS - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</td>
</tr>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>: See Goal #1</td>
<td>Classified Salaries; CALMS-2200-STAFFING OF COLLEGE COUNSELOR</td>
<td>Classified Salaries; CALMS-2200-STAFFING OF COLLEGE COUNSELOR</td>
</tr>
<tr>
<td>Amount</td>
<td>$16,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries; CALECHS - 1300,1900 Shared Costs Inclusion Coach Staffing</td>
<td>Certificated Salaries; CALECHS - 1300,1900 SHARED COSTS DIRECTOR OF SPECIAL EDUCATION</td>
<td>Certificated Salaries; CALECHS - 1300,1900 SHARED COSTS DIRECTOR OF SPECIAL EDUCATION</td>
</tr>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$15,000</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>: Goal #1</td>
</tr>
</tbody>
</table>

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

Modified Goal

Goal 18  CALMS & CALECHS

All Students will have access to ELA and Math Intervention
State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities: 8. Other pupil outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities: Pupil Outcomes Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)- (i), inclusive, of 51220, as applicable B. ELA Intervention C. Math Intervention</td>
</tr>
</tbody>
</table>

Identified Need:

<table>
<thead>
<tr>
<th>CALSMS &amp; CALECHS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention to support achievement.</td>
</tr>
</tbody>
</table>

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention, Master Schedule, RTI</td>
<td>100% access</td>
<td>100% access</td>
<td>100% access</td>
<td>100% access</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

Actions/Services

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18</strong> Select from New Action, Modified Action, or Unchanged Action:</td>
<td><strong>2018-19</strong> Select from New Action, Modified Action, or Unchanged Action:</td>
<td><strong>2019-20</strong> Select from New Action, Modified Action, or Unchanged Action:</td>
</tr>
<tr>
<td>Modified Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td></td>
<td>CALSMS -See Goal #6 &amp; 7</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td></td>
<td>CALSMS -See Goal #6 &amp; 7</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td></td>
<td>CALSMS -See Goal #6 &amp; 7</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>
**Goal 19**

**CALECHS Goal Only:**
Greater than 60% of students will score greater than or equal to a 3 as defined by the AP Exam or > 70% will receive a B or higher in college courses.

**Update 17-18:**
Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

**College/Career:**
A. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
B. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

**State and/or Local Priorities Addressed by this goal:**
State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil Achievement as measured by: F. AP Exam Passage Rate

**Identified Need:**
CALECHS:
- Successful College Preparedness

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Exam Results/ Percentage of students enrolled and passing college courses with a B or higher</td>
<td>No Data</td>
<td>≥ 60% of students will score ≥ 3 on AP exam</td>
<td>≥ 60% of students will score ≥ 3 on AP exam</td>
<td>≥ 60% of students will score ≥ 3 on AP exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 70% will receive a B or higher</td>
<td>≥ 70% will receive a B or higher</td>
<td>≥ 70% will receive a B or higher</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation</td>
<td>Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>LCFF</td>
<td>Certificated Salaries; 1300/1900 - (SHARED COSTS- Staffing of coaches, superintendent of instruction)</td>
</tr>
<tr>
<td>$15,000</td>
<td>LCFF</td>
<td>Certificated Salaries; 2200-STAFFING OF COLLEGE COUNSELOR</td>
</tr>
<tr>
<td>$15,000</td>
<td>LCFF</td>
<td>Certificated Salaries; 2200-STAFFING OF COLLEGE COUNSELOR</td>
</tr>
</tbody>
</table>

**Goal 20**

**CALECHS Goal Only:**
Students will demonstrate college preparedness through ACT 30% of students will score greater or equal to 22.

**State and/or Local Priorities Addressed by this goal:**
- State Priorities: 4. Pupil achievement
- Local Priorities: Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

**Identified Need:**
- CALECHS: College Preparedness

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Results</td>
<td>2.2% scored at&gt; 22 (2012-2013)</td>
<td>15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)</td>
<td>15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)</td>
<td>15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)</td>
</tr>
</tbody>
</table>

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

Students to be Served: All
Scope of Services: (Select from English Learners, Foster Youth, and/or Low Income)
Location(s): (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action

PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$23,600</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; 4410- Software (REV PREP)</td>
<td>Books and Supplies; 4410- Software (REV PREP)</td>
<td>Books and Supplies; 4410- Software (REV PREP)</td>
</tr>
</tbody>
</table>

Action 2

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

Students to be Served: All
Location(s): All Schools

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

2017-18
Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action

PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.
PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)

Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies; 4410- Smart City Software</td>
<td>Books and Supplies; 4410- Smart City Software</td>
<td>Books and Supplies; 4410- Smart City Software</td>
</tr>
</tbody>
</table>

Goal 21

CALSECHS (Only):
School will graduate 90%+ of persisting seniors
Subgroup cohort graduation rate will reach 90% or above annually to meet the State identified target subgroup grad rate requirement:

State and/or Local Priorities Addressed by this goal:
State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: E. High school graduation rates

Identified Need:
CALSECHS:
- School will achieve a greater than or equal to 90% cohort graduation rate established by the CDE.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALPADS</td>
<td>83.3% (2012-13) Latino - 82.3% EL 66.7% SPED 75% Socioeconomically disadvantaged 82%</td>
<td>School will achieve a &gt;90% cohort graduation rate</td>
<td>School will achieve a &gt;90% cohort graduation rate</td>
<td>School will achieve a &gt;90% cohort graduation rate</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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)

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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Select from New Action, Modified Action, or Unchanged Action:</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>2018-19</td>
<td>See Goal 15</td>
<td>See Goal 15</td>
<td>See Goal 15</td>
</tr>
<tr>
<td>2019-20</td>
<td>See Goal 15</td>
<td>See Goal 15</td>
<td>See Goal 15</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>: SEE GOAL 15</td>
<td>: SEE GOAL 15</td>
<td>: SEE GOAL 15</td>
</tr>
</tbody>
</table>

### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2018-19**

| Estimated Supplemental and Concentration Grant Funds: | $853,146 |
| Percentage to Increase or Improve Services: | 32.73% |

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).

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 87.22% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

It is done through a strategic investment plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The goals that drive PUC CALS Middle School and Early College High’s LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school’s LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we added “literacy leveled materials.” This change emphasizes the critical role that literacy places in achieving the vision of college success for all students. Second, the parent engagement goal will be altered in Action 3 to indicate that the Parent Engagement and Intervention Services Manager will incorporate parent input into the planning of parent workshops. We want to ensure that parents’ voices are honored and their input is used to inform decision-making. Finally, in Goal 10 “EL Students will
be reclassified as Fluent English Proficient annually,” the school will revise the Service of ELD Curriculum to incorporate External ELD Trainings as well. This change will ensure that school staff have access to the latest best practices in supporting English Learners.

In addition, the PUC CALS Middle School and Early College High is providing resources to:

- Continue with smaller class sizes.
- Teacher Leaders for professional development for integrated and designated ELD support
- Continue assistance for clerical, custodial/maintenance, counselor and administrative support.
- Increase college, career and academic counseling support for high school students (for HS only)
- Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation (HS only)
- Increase restorative justice programming.

Continue investing in data systems for tracking student progress, including homeless youth.

---

**Expenditure Summary**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2017 Annual Update Budgeted</th>
<th>2017 Annual Update Estimated</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Categories</td>
<td>$1,671,342</td>
<td>$1,484,378</td>
<td>$1,613,790</td>
<td>$1,603,194</td>
</tr>
<tr>
<td>1000-1999 Certificated Salaries</td>
<td>530,600</td>
<td>544,030</td>
<td>545,028</td>
<td>547,200</td>
</tr>
<tr>
<td>2000-2999 Classified Salaries</td>
<td>366,424</td>
<td>385,743</td>
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<td>366,844</td>
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<tr>
<td>4000-4999 Books and Supplies</td>
<td>344,318</td>
<td>173,727</td>
<td>293,150</td>
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<tr>
<td>5000-5999 Services and Other Operating Expenses</td>
<td>148,000</td>
<td>98,878</td>
<td>131,000</td>
<td>131,000</td>
</tr>
<tr>
<td>7000-7499 Other</td>
<td>282,000</td>
<td>282,000</td>
<td>265,000</td>
<td>265,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>2017 Annual Update Budgeted</th>
<th>2017 Annual Update Estimated</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funding Sources</td>
<td>$1,671,342</td>
<td>$1,484,378</td>
<td>$1,613,790</td>
<td>$1,603,194</td>
</tr>
<tr>
<td>After School Education &amp; Safety</td>
<td>126,000</td>
<td>126,000</td>
<td>126,000</td>
<td>126,000</td>
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<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>1,526,342</td>
<td>1,343,619</td>
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<td>14,759</td>
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### Budget Category

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Funding Source</th>
<th>2017 Annual Update Budgeted</th>
<th>2017 Annual Update Estimated Actual</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Budget Categories</td>
<td>All Funding Sources</td>
<td>$1,671,342</td>
<td>$1,484,378</td>
<td>$1,613,790</td>
<td>$1,603,194</td>
</tr>
<tr>
<td>1000-1999 Certificated Salaries</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>520,600</td>
<td>534,030</td>
<td>536,028</td>
<td>538,200</td>
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<tr>
<td>1000-1999 Certificated Salaries</td>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
<td>10,000</td>
<td>10,000</td>
<td>9,000</td>
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<tr>
<td>2000-2999 Classified Salaries</td>
<td>After School Education &amp; Safety</td>
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<td>126,000</td>
<td>126,000</td>
</tr>
<tr>
<td>2000-2999 Classified Salaries</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>240,424</td>
<td>259,743</td>
<td>253,612</td>
<td>240,844</td>
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<td>4000-4999 Books and Supplies</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>335,318</td>
<td>168,968</td>
<td>281,150</td>
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<tr>
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<td>12,000</td>
</tr>
<tr>
<td>5000-5999 Services and Other Operating Expenses</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>148,000</td>
<td>98,878</td>
<td>128,000</td>
<td>128,000</td>
</tr>
<tr>
<td>5000-5999 Services and Other Operating Expenses</td>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
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<td>0</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>7000-7499 Other</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>282,000</td>
<td>282,000</td>
<td>265,000</td>
<td>265,000</td>
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</table>

### Expenditures by Goal and Funding Source

<table>
<thead>
<tr>
<th>Goals</th>
<th>Funding Source</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>All Funding Sources</td>
<td>$470,000</td>
<td>$470,000</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>470,000</td>
<td>470,000</td>
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<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>All Funding Sources</td>
<td>$200,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>All Funding Sources</td>
<td>$171,612</td>
<td>$173,844</td>
</tr>
<tr>
<td>CALSMS &amp; CALECHS:</td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>171,612</td>
<td>173,844</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS: School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups.</strong></td>
<td>All Funding Sources</td>
<td>$187,200</td>
<td>$187,200</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS: Teachers will participate in annual professional development on the implementation of the Common Core State Standards</strong></td>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>187,200</td>
<td>187,200</td>
</tr>
</tbody>
</table>
CALSMS & CALECHS:

- Parents will attend a minimum of 6 family meetings annually.
- School advisory council will have a minimum of 2 parent members attending quarterly meetings.
- School will provide Parent Engagement Workshops

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$52,000</th>
<th>$52,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>52,000</td>
<td>52,000</td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State.

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$178,150</th>
<th>$178,150</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Education &amp; Safety</td>
<td>126,000</td>
<td>126,000</td>
</tr>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>52,150</td>
<td>52,150</td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

State Indicators:

- Chronic Absentism
- suspension Rate (K-12)
- English Learner Progress (K-12)
- Graduation Rate (9-12)
- College/Career
- English Language Arts (3-8)
- Mathematics (3-8)

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$14,000</th>
<th>$14,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>14,000</td>
<td>14,000</td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$6,000</th>
<th>$6,000</th>
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</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>6,000</td>
<td>6,000</td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:

EL students will advance at least one performance level per the CELDT/ELPAC each academic year.

Update 17-18: Blue, green, or improving by one color for Color Coded Performance Level per the California School Dashboard.

- English Learner Progress (K-12)

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$9,000</th>
<th>$9,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
<td>9,000</td>
<td>9,000</td>
</tr>
</tbody>
</table>

CALSMS & CALECHS:

EL students will be reclassified as Fluent Proficient annually.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$15,000</th>
<th>$15,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
<td>15,000</td>
<td>15,000</td>
</tr>
</tbody>
</table>
## CALS & CALECHS

School will maintain a high ADA rate

- **ALL SUBGROUPS: EL, SPED, LI**

**Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard**

- **Chronic Absenteeism**

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$106,000</th>
<th>$106,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>106,000</td>
<td>106,000</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

**Update 17-18: Blue, green, or improving by one color for Color Coded Performance Levels per State Accountability System.**

- **Chronic Absenteeism**

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### CALS

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

### CALECHS

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$74,828</th>
<th>$77,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>74,828</td>
<td>77,000</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

School will reduce its suspensions to less than or equal to 1.5% of students

**Update 17-18**

**Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.**

**Suspension Rate (K-12)**

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$40,000</th>
<th>$40,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>40,000</td>
<td>40,000</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

Less than or equal to 1% of students will be expelled

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

- Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$10,000</th>
<th>$10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>10,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the schools charter.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$46,000</th>
<th>$31,000</th>
</tr>
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<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>46,000</td>
<td>31,000</td>
</tr>
</tbody>
</table>

### CALS & CALECHS

All Students will have access to ELA and Math Intervention
### Annual Update Expenditures by Goal and Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>2017 Annual Update Budgeted</th>
<th>2017 Annual Update Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.</td>
<td>$470,000</td>
<td>$470,000</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>$470,000</td>
<td>$470,000</td>
</tr>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
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<td>$470,000</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
<td>$208,568</td>
<td>$74,261</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>$208,568</td>
<td>$74,261</td>
</tr>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>$208,568</td>
<td>$74,261</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.</td>
<td>$169,424</td>
<td>$169,424</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>$169,424</td>
<td>$169,424</td>
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<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
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<td>$169,424</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. Teachers will participate in annual professional development on the implementation of the Common Core State Standards. All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</td>
<td>$204,200</td>
<td>$204,200</td>
</tr>
<tr>
<td>All Funding Sources</td>
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<td>$204,200</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents will attend a minimum of 6 family meetings. Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings. School will provide Parent Engagement Workshops.</td>
<td>$52,000</td>
<td>$36,596</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>$52,000</td>
<td>$36,596</td>
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<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>$52,000</td>
<td>$36,596</td>
</tr>
<tr>
<td><strong>CALSMS &amp; CALECHS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State. Update 17-18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.</td>
<td>$178,150</td>
<td>$157,656</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>$178,150</td>
<td>$157,656</td>
</tr>
<tr>
<td>After School Education &amp; Safety</td>
<td>126,000</td>
<td>126,000</td>
</tr>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>52,150</td>
<td>31,656</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

**Update 17-18: BLue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**
**State Indicators:**

- Chronic Absentism
- suspension Rate (K-12)
- English Learner Progress (K-12)
- Graduation Rate (9-12)
- College/Career
  - English Language Arts (3-8)
  - Mathematics (3-8)

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$14,000</th>
<th>$14,000</th>
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</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>14,000</td>
<td>14,000</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$38,000</th>
<th>$11,032</th>
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</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>38,000</td>
<td>11,032</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

EL students will advance at least one performance level per the CELDT/ELPAC each academic year.

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance Level per the California School Dashboard.

- English Learner Progress (K-12)

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$9,000</th>
<th>$4,759</th>
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<tbody>
<tr>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
<td>9,000</td>
<td>4,759</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

EL students will be reclassified as Fluent Proficient annually.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$10,000</th>
<th>$10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF S &amp; C/Contributing to Increased or Improved Services</td>
<td>10,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>

**CALECHS Goal Only:**

Greater than 60% of students will score greater than or equal to a 3 as defined by the AP Exam or ≥ 70% will receive a B or higher in college courses.

**Update 17-18:**

Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

**College/Career:**

A. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

B. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$5,000</th>
<th>$5,000</th>
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</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>5,000</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**CALECHS Goal Only:**

Students will demonstrate college preparedness through ACT 30% of students will score greater or equal to 22.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$32,600</th>
<th>$17,237</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>32,600</td>
<td>17,237</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS:**

School will maintain a high ADA rate

- ALL SUBGROUPS: EL, SPED, LI

**Update 17-18:** Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard
**Chronic Absenteeism**

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$106,000</th>
<th>$156,101</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>106,000</td>
<td>156,101</td>
</tr>
</tbody>
</table>

**CALSMS & CALSECHS**

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

Update 17-18

Blue, green, or improving by one color for Color Coded Performance Levels per State Accountability System.

- **Chronic Absenteeism**

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**CALSMS:**

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

**CALECHS:**

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$73,400</th>
<th>$66,830</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>73,400</td>
<td>66,830</td>
</tr>
</tbody>
</table>

**CALSECHS (Only):**

School will graduate 90+% of persisting seniors

Subgroup cohort graduation rate will reach 90% or above annually to meet the State identified target subgroup grad rate requirement:

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**CALSMS & CALECHS**

School will reduce its suspensions to less than or equal to 1.5% of students

Update 17-18

Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

Suspension Rate (K-12)

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$59,000</th>
<th>$45,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>59,000</td>
<td>45,000</td>
</tr>
</tbody>
</table>

**CALSMs & CALSECHS:**

Less than or equal to 1% of students will be expelled

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**CALSMs & CALSECHS:**

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$10,000</th>
<th>$10,282</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>10,000</td>
<td>10,282</td>
</tr>
</tbody>
</table>

**CALSMs & CALECHS:**

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter.

<table>
<thead>
<tr>
<th>All Funding Sources</th>
<th>$32,000</th>
<th>$32,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base/Not Contributing to Increased or Improved Services</td>
<td>32,000</td>
<td>32,000</td>
</tr>
</tbody>
</table>
### CALMS & CALECHS

All Students will have access to ELA and Math Intervention

| All Funding Sources | $0 | $0 |

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