

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 Community Charter Elementary

Contact Name and Title

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2017-20 Plan Summary

THE STORY

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

PUC CCES 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 17 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 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.

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. First, Professional Development for parents and Staff has been very successful. We have offered parents opportunities for learning and growing not only as parents but also as community members. We have also offered tremendous Professional Development for Intervention as a means to meeting the needs of all learners. We have provided Instructional Technology as a support to Intervention in and out of the classroom.

We have also continued our training and implementation of our No Bully program with great success. We have continued to train our Solutions team members along with all employees on the school site. The restorative justice practices that have been part of No bully have positively impacted culture as well as attendance, and suspension data.

Finally, our programs have been positively impacted by the implementation of our Instructional Coaches. Currently, our English Learner Coach serves the PUC organization and provides support through coaching and Professional Development. This has supported the development of all teachers and staff members in order to support the growth of all of our EL Learners.

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. 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 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.

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

GREATEST NEEDS

Of the data provided on the state dashboard, the school has identified ELA and Mathematics achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will implement instructional technology for intervention within and outside of the school day. The school will also expand the curricular resources for all teachers.

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

PERFORMANCE GAPS

Based on analysis of the state indicators, the school currently has no performance gaps to report.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$3,559,366
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$641,090

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.

\$3,032,361	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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 1 2 3 4 5 6 7 8
COE 9 10

LOCAL Specify Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100%

- 100% Appropriately Assigned.
- 100% Fully Credentialed

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Supervision and staffing of instructional program</p> <p>Efficient Recruitment and Hiring Process</p> <p>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.</p> <p>Focus on ELA Teachers to support EL Learners (increased data review, differentiation, CCSS, reading and writing)</p>	<p>ACTUAL</p> <p>100% Properly Assigned. 100% Fully Credentialed (although there were PIP and STIP)</p> <p>Human Resource department ensured proper hiring and placement of credentialed teachers. Supervision and staffing of instructional program.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$772,889 (base) 1101 Teacher Staffing (portion of total salaries subtract % for ELA/Bi-Literate focus) \$90,000 (Supplemental/ Concentration) 1101 (Teacher Salaries) \$40,000 (supplemental) 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,016,212.20 (base) 1101 Teacher Staffing (portion of total salaries subtract % for ELA/Bi-Literate focus) \$157,542.60 (Supplemental/ Concentration) 1101 (Teacher Salaries) \$21,959.85 (supplemental) 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Human Resource department ensured proper hiring and placement of credentialed teachers.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>When including those on permits and fully credentialed teachers, we are meeting our goal.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>80,000 School spent more on ELA teacher salaries. Spent less on Directors to achieve goal.</p> <p>School spent less on Directors than planned. Spent more on ELA Teacher Salaries to achieve goal.</p>

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 hired a full time credential analyst to work with the Human Resources Team and Recruitment has began to increase efforts to recruit fully credentialed teachers.

Goal 2

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119) Pupil Outcomes

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100%

ACTUAL

100%

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition. 	<p>ACTUAL</p> <p>100%</p> <ul style="list-style-type: none"> • Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources • Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$132,000 (supplemental/ concentration) 1101 ELA Teacher \$10,000 (supplemental) 4100 4200 4300 4350 4370</p>	<p>ESTIMATED ACTUAL</p> <p>\$ _____ (supplemental/ concentration) 1101 ELA Teacher \$66,525.7245 (supplemental)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions taken ensured that all students had 100% access to Standards-Aligned instructional materials. Superintendents and Board provided oversight.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>40,700 and 10,000. School spent approximately the same amount as planned in order to ensure teachers had proper resources.</p>
<p>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.</p>	<p>We will continue with actions and services for this goal to ensure sustained achievement of this goal long term.</p>

Goal 3

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Basic Services C. Facilities School facilities are maintained in good repair (E.C. 17002(d))

ANNUAL MEASURABLE OUTCOMES

EXPECTED

90%/90%/100%

ACTUAL

96%/97%/100%

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Supervision and staffing of custodial and maintenance staff.</p> <p>Security maintenance and staffing.</p> <p>Operating cost of facilities.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs. • All school facilities are maintained and in good repair
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$5,000 (supplemental) 2200 staffing Shared costs for Facilities Associates \$30,000 (Supplemental/concentration) 5500, 5600, 5610, 5825</p>	<p>ESTIMATED ACTUAL</p> <p>\$5,828.04 (supplemental) 2200 staffing Shared costs for Facilities Associates \$30,000 (Supplemental/concentration) 5500, 5600, 5610, 5825</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Because of consistent ongoing visits and data collection, facilities were kept safe, secure and up to date on an ongoing basis.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Facilities associates cost far less than planned to achieve goal. The school spent the budgeted amount on the portion of 5500, 5600, 5610 and 5825 to support small group instruction, intervention and facilities expenses needed to provide support for subgroups.</p>
<p>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.</p>	<p>A new organizational structure has been created for the Facilities team members in order to provide better oversight and accountability.</p>

Goal 4

- 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 1 2 3 4 5 6 7 8
COE 9 10

LOCAL Specify 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

EXPECTED

100%

ACTUAL

100%

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</p> <p>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p>ACTUAL</p> <p>Math and ELA implemented CCSS for all grades.</p> <ul style="list-style-type: none"> • Teachers participated in Professional Development, trainings and workshops in CA CCSS • Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$90,000 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides \$40,000 7400 covers shared cost of materials \$5,000 and support from: Data Team \$15,000 School Information Services \$15,000 and Information Technology \$15,000 to produce Professional Development trainings</p>	<p>ESTIMATED ACTUAL</p> <p>\$2,3625 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides \$19125 \$13420 1300-Regional Superintendent 7400 covers shared cost of materials \$814.54 and support from: Data Team \$28772.70 School Information Services \$25287.90 and Information Technology \$107540.70 to produce Professional Development trainings</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS (could include summer trainings)</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • 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
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$3000 (supplemental) 5200</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,385.40 (supplemental) 5200</p>

ANALYSIS

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

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

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

- 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.

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

Describe the overall articulated effectiveness of the actions/services to achieve the 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.

The school added support from the regional superintendent for professional development for leaders to achieve goal.

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

- 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 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL Specify Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 6 Family Meetings
- Minimum 2 parents on School Advisory Council
- 3 Parent Engagement Workshops

ACTUAL

SAC Meeting Dates:

12/15/16

3/27/17

4/24/17

6/5/17

Family Night Dates:

7/28 – Family Night

8/24 – Family Night

9/28 – Back to School Night

10/17 – Family Night (Fundraiser at Caruso's)

12/8 – Family Night (Winter Celebration)

2/2 – Family Night (Math Night)

3/30 – Family Night (Fundraiser at Menchie's)

4/27 – Family Night – Art Night

5/11 - Family Night (Fundraiser at La Michoacana)

- Minimum 2 parents served on the School Advisory Council.

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.

Actions/Services	<p>PLANNED</p> <p>School will provide a minimum of 6 Family Meetings</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • 100% Parents had access to opportunities for participation, and input on decision-making through flyers, phone calls home, calendars, newsletters. <p>Family Night Dates:</p> <p>7/28 – Family Night</p> <p>8/24 – Family Night</p> <p>9/28 – Back to School Night</p> <p>10/17 – Family Night (Fundraiser at Caruso’s)</p> <p>12/8 – Family Night (Winter Celebration)</p> <p>2/2 – Family Night (Math Night)</p> <p>3/30 – Family Night (Fundraiser at Menchie’s)</p> <p>4/27 – Family Night – Art Night</p> <p>5/11 - Family Night (Fundraiser at La Michoacana)</p>
Expenditures	<p>BUDGETED</p> <p>\$3,000 (Supplemental) 5290 Meetings-Staff/Parents</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,929 (Supplemental) 5290 Meetings-Staff/Parents</p>
Actions/Services	<p>PLANNED</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • 100% Parents had access to opportunities for participation, and input on decision-making through flyers, phone calls home, calendars, newsletters. <p>Two parents were invited and attended all School Advisory Council Meetings.</p>
Expenditures	<p>BUDGETED</p> <p>\$3,000 (Supplemental) 5290 Meetings-Staff/Parents</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,929 (Supplemental) 5290 Meetings-Staff/Parents</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	School will engage with outside organization to provide training and development for Parent Engagement.	School engaged with outside organization to provide training and development for Parent Engagement.
Expenditures	BUDGETED \$10,000 (supplemental/ concentration) 5860 Instructional Consultants	ESTIMATED ACTUAL \$52.00 (supplemental/ concentration) 5860 Instructional Consultants

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 increased publicity for family meetings, including personal phone calls to ensure increased attendance.
Describe the overall articulated effectiveness of the actions/services to achieve the 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.	
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.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL : Specify Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meets or exceeds targets for growth

ACTUAL

Data Not Available

- **EL**
- **Hispanic/Latino**
- **School-wide**
- **Socioeconomic Disadvantaged**
- **Special Ed**

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.

Actions/Services	<p>PLANNED</p> <p>Implementation of Intervention programs and resources (after school, before school)</p> <p>Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.</p>	<p>ACTUAL</p> <p>The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p> <p>After School Intervention:</p> <p>ELA and Math Monday, Tuesday, Wednesday, Thursday 3:00-4:00pm</p>
Expenditures	<p>BUDGETED</p> <p>\$16,500 (supplemental) 4200/4300 Books other than textbooks and Instructional Materials) \$8,000 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$5000 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,847.15 (supplemental) 4200/4300 Books other than textbooks and Instructional Materials) \$4,005.00 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$1600.59 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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..</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>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. In order to increase achievement, the school will participate in supporting additional summer curriculum development.</p>

Goal 7

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Growth Target to be determined

Data Not Available

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups</p>	<p>ACTUAL</p> <p>The school provided differentiated interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p> <p>After School Intervention:</p> <p>ELA and Math Monday, Tuesday, Wednesday, Thursday 3:00-4:00pm</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$5,000 (supplemental) 5200 (Travel and Conferences) \$4,000 (4200/4300) Books other than textbooks and Instructional Materials)</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,351.89 (supplemental) 5200 (Travel and Conferences) \$7,847.14 (4200/4300) Books other than textbooks and Instructional Materials)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>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. In order to increase achievement, the school will participate in supporting additional summer curriculum development.</p>

Goal 8

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).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Local : Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

ANNUAL MEASURABLE OUTCOMES

EXPECTED

75%

ACTUAL

Data Not Available

____%

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Program to assess reading levels</p> <p>Classroom Libraries</p> <p>Comprehension Toolkit: Updated (Harvey and Goudvis)</p>	<p>ACTUAL</p> <p>The school utilized a program to assess reading levels. Classroom libraries. Comprehension Toolkit: Updated (Harvey and Goudvis).</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$10,000 (supplemental) (4200/4300) Books other than textbooks and Instructional Materials)</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,847.14 (supplemental) (4200/4300) Books other than textbooks and Instructional Materials)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The school utilized Resources to support Reading Comprehension and Lexile Growth.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>In order to continue to improve in this area, the school will adjust the usage of Achieve3000 and implement NWEA MAP as an additional source of data.</p>

Goal 9

Students are on track to be college and career ready.

- 75% of students will achieve grade level Lexile equivalence by end of school year.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Local : Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

ANNUAL MEASURABLE OUTCOMES

EXPECTED

75%

ACTUAL

Data Not Available

____%

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.

Actions/Services	PLANNED See GOAL 8	ACTUAL See GOAL 8
Expenditures	BUDGETED See GOAL 8	ESTIMATED ACTUAL See GOAL 8

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 to support Reading Comprehension and Lexile Growth.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to continue to improve in this area, the school will adjust the usage of Achieve3000 and implement NWEA MAP as an additional source of data.

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify State Priority #4 Student Achievement Pupil achievement as measured by: E. EL Reclassification Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Higher than District Average

ACTUAL

- 46% Advanced one performance level on CELDT
- 16% PUC CCES Reclassification Rate
- 16.8% LAUSD Reclassification Rate

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.

Actions/Services	<p>PLANNED</p> <p>ELD Standards Professional Development and Materials</p>	<p>ACTUAL</p> <p>46% of students moved up one performance level on CELDT. 16% Students Reclassified. 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</p>
Expenditures	<p>BUDGETED</p> <p>\$5,000 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)</p>	<p>ESTIMATED ACTUAL</p> <p>\$5,411.44 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Growth occurred in CELDT performance for students taking the CELDT test from one year to the next.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to continue to ensure growth, the school will continue to enlist the support of the ELD Coordinator for Professional Development and supporting resources.

Goal 11

School will maintain a high ADA rate
ALL SUBGROUPS: EL, SPED, LI

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Engagement Pupil engagement as measured by: A. School attendance rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

>/= 96%

ACTUAL

- EL= 95.63%
- Hispanic/Latino= 95.27%
- Schoolwide= 95.33%
- Socioeconomic Disadvantaged= 95.37%
- Special Education= 95.24%

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.

Actions/Services	<p>PLANNED</p> <p>Attendance Personnel/Staffing</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p>	<p>ACTUAL</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>
Expenditures	<p>BUDGETED</p> <p>\$60,000 (Supplemental) Supporting pay of: Classified Staff 2100 2400 \$35,000 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing) 4300 (\$1000)</p>	<p>ESTIMATED ACTUAL</p> <p>\$100,000 (Supplemental) Supporting pay of: Classified Staff 2100 2400 \$22,671.29 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing) \$_____ 4300</p>
Actions/Services	<p>PLANNED</p> <p>Attendance Incentives Program</p>	<p>ACTUAL</p> <p>School engaged in family meetings and incentive programs to increase attendance rates.</p> <p>School was a maximum of .76% away from meeting the goal for any sub-group.</p>
Expenditures	<p>BUDGETED</p> <p>\$2000 (supplemental/ concentration) 4350</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,532.63 (supplemental/ concentration) 4350</p>

ANALYSIS

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

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

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

Letters sent home were designed to share the current data of the student and offer suggestions for intervention.

Incentives included Free Dress and opportunities for entry into celebrations.

Family Support Team meetings were offered in order to provide goal setting and strategies for

success.

Describe the overall articulated effectiveness of the actions/services to achieve the 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.

School assigned staff to keep continuous track of attendance. Additional duties were created including phone calls, letters home, home visits.

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 surpass goal.

Goal 12

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

90% of students < 3 unexcused absences.

ACTUAL

46.62% of students < 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.

Actions/Services	<p>PLANNED</p> <p>SEE GOAL 11</p>	<p>ACTUAL</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls.</p> <p>46.62% School did not meet goal.</p>
Expenditures	<p>BUDGETED</p> <p>SEE GOAL 11</p>	<p>ESTIMATED ACTUAL</p> <p>SEE GOAL 11</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Letters sent home were designed to share the current data of the student and offer suggestions for intervention. Incentives included Free Dress and opportunities for entry into celebrations. Family Support Team meetings were offered in order to provide goal setting and strategies for success.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass goal.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass goal.</p>

Goal 13

School will reduce its suspensions to less than or equal to 3% of students

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify School Climate As measured by: A. Pupil Suspension Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 4%

ACTUAL

- English Learner= 0.00%
- Hispanic/Latino= 0.00%
- Schoolwide= 0.00%
- Socioeconomically Disadvantaged= 0.00%
- Special Ed.= 0.00%

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.

Actions/Services	<p>PLANNED</p> <p>Training for Teachers (including retreat focus), Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>	<p>ACTUAL</p> <p>Training for Teachers (including retreat focus), Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p> <p>0% Suspensions School is meeting its goal.</p>
Expenditures	<p>BUDGETED</p> <p>\$15,000 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$6,000 (supplemental/ concentration) (materials) 4300 \$8,000 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,820.90 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$4725.63 (MGT-7489) (supplemental/ concentration) No Bullying (materials) 4300 \$4,549.80 (supplemental/ concentration) (program) 5860 changed to 4350 Instructional Consultants</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.
Describe the overall articulated effectiveness of the actions/services to achieve the 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.	
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. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

Goal 14

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify School Climate As measured by: B. Pupil Expulsion Rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 1%

ACTUAL

- English Learner= 0.00%
- Hispanic/Latino= 0.00%
- Schoolwide= 0.00%
- Socioeconomically Disadvantaged= 0.00%
- Special Ed.= 0.00%

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.

Actions/Services	<p>PLANNED</p> <p>SEE GOAL 13</p>	<p>ACTUAL</p> <p>0% Expulsions School is meeting its goal.</p>
Expenditures	<p>BUDGETED</p> <p>SEE GOAL 13</p>	<p>ESTIMATED ACTUAL</p> <p>SEE GOAL 13</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.
Describe the overall articulated effectiveness of the actions/services to achieve the 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.	
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. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

Goal 15

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify School Climate As measured by: C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

average approval rating of a
≥ Level 3

ACTUAL

- Student Survey: Level III w/ Return Rate 95%
- Family Survey: Level III w/ Return Rate 88%
- **Teacher Survey: _____ out of 6 w/ Return Rate _____%**

ACTIONS / SERVICES

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

	<p>PLANNED</p> <p>Parent Orientation</p> <p>Student Led Conferences</p> <p>Back to School Night</p> <p>Celebration of learning</p> <p>School Advisory Council meeting</p> <p>Parent Meetings/Committees</p> <p>Family Nights</p> <p>Content Nights</p> <p>Training for Leaders on Parent Engagement</p>	<p>ACTUAL</p> <p>Level 3</p> <p>School is meeting its goal.</p> <p>Parent Orientation</p> <p>Student Led Conferences</p> <p>Back to School Night</p> <p>Celebration of learning</p> <p>School Advisory Council meeting</p> <p>Parent Meetings/Committees</p> <p>Family Nights</p> <p>Content Nights</p> <p>Training for Leaders on Parent Engagement</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$4,100 (Supplemental) 5200 (conferences for leaders</p>	<p>ESTIMATED ACTUAL</p> <p>\$22,380.00 (Supplemental) 5200 (conferences for leaders</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Leaders received training on engaging families.</p> <p>PDs and presentations were developed for leaders to present to families:</p> <p>LCAP</p> <p>School Success Plan</p> <p>Foster/Homeless Youth</p> <p>ELPAC/English Learners</p> <p>In addition, leaders developed events around:</p> <p>Student Led Conferences</p>
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Math/Literacy Night
Goal Setting

Describe the overall articulated effectiveness of the actions/services to achieve the 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.

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 events. Additionally, school will increase announcements and invitations to events. Most importantly, School Advisory Committee and Student Led Conferences in an effort to gather more feedback and data.

Goal 16

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 1 2 3 4 5 6 7 8
COE 9 10

LOCAL Specify 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; F.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. (F.C. 51220(a)-(i))

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100%

100%

ACTIONS / SERVICES

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

	<p>PLANNED</p> <ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access. 	<p>ACTUAL</p> <p>100% of students have course access. As a small school, each student has a schedule that ensures all courses are offered and taken. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>	<p>ESTIMATED ACTUAL</p> <p>See GOAL 1 \$31,753.12 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Superintendent 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.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>School is meeting its goal and believes actions are appropriate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>School will continue with actions in order to meet the goal.</p>

Goal 17

All Students will have access to ELA and Math Intervention in order to demonstrate expected growth on PUC internal benchmarks.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify 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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% of identified students in need.

100% Access

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.

Actions/Services	<p>PLANNED</p> <p>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)</p>	<p>ACTUAL</p> <p>100% of students have access to intervention.</p> <p>The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p>
Expenditures	<p>BUDGETED</p> <p>SEE GOAL 6 and 7</p>	<p>ESTIMATED ACTUAL</p> <p>SEE GOAL 6 and 7</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>School is providing opportunity for intervention. School works to ensure intervention occurs both in class and outside of class (Saturday and after school).</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>School is meeting the goal and believes actions are appropriate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>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.</p>	<p>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.</p>

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The **2017-2018** LCAP was developed by gathering input from key stakeholders comprised of Founders, Board Members, administrators, teachers, parents, and students. The local strategic plan is focused around the eight State Priorities and anchored in the PUC Commitments:

Commitment 1: Five times more college graduates within the communities we serve

Commitment 2: After four years with us students are proficient

Commitment 3: Students commit to uplift our communities now and forever

The state's Local Control Funding Formula (LCFF) and LCAP process became a reality for the school. **PUC CCES** took what we learned from our Strategic Planning process, aligned this information with the state's 8 LCAP priority areas, and proceeded to carry out key stakeholder meetings from **9/2016 – 4/2017**, mainly in the form of School Advisory Councils (SAC).

Details of Meeting Dates and Stakeholder group:

PUC CCES School Advisory Council Meetings that included LCAP: **9/2016- 4/2017: 12/15/16, 3/27/17, 4/24/17, 6/5/17**

LCAP Key Stakeholder Committee (Founders, Board Members, Administrators, Teachers, Parents, and Students, School Advisory Gathered feedback during 2016-17:

Public Hearing: **6/12/17**

Board Meeting: **6/21/17**

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders were in alignment with the LCAP. They agreed that increased attendance, student achievement and parent engagement were very important and funds should be focused on that. They advocated to explore new strategies that could ensure attendance goals are met. Stakeholders also expressed enthusiasm for the social emotional learning program, and they suggested support be provided for the roll out.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

<u>Goal 1</u>	100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

Identified Need:

100% of all teachers are fully credentialed and appropriately placed

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS annual Credential Report	No data	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Supervision and staffing of instructional program	Supervision and staffing of instructional program	Supervision and staffing of instructional program
Efficient Recruitment and Hiring Process.	Efficient Recruitment and Hiring Process.	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	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	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 multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing)

required by law and the charter.

Focus on multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing)

required by law and the charter.

Focus on multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing)

BUDGET EXPENDITURES

2017-18

Amount	\$90,000
Source	LCFF
Budget Reference	Certificated Salaries; 1300 ADMININSTRATION
Amount	\$40,000
Source	LCFF
Budget Reference	Other; 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups..

2018-19

Amount	\$90,000
Source	LCFF
Budget Reference	Certificated Salaries; 1300 ADMININSTRATION
Amount	\$40,000
Source	LCFF
Budget Reference	Other; 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups..

2019-20

Amount	\$90,000
Source	LCFF
Budget Reference	Certificated Salaries; 1300 ADMININSTRATION
Amount	\$40,000
Source	LCFF
Budget Reference	Other; 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups..

New

Modified

Unchanged

Goal 2

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119) Pupil Outcomes

Identified Need:

All students have access to Standards-aligned Instructional Materials

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC	No Data	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$134,640	Amount: \$137,333	Amount: \$140,079
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	Budget Reference	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	Budget Reference	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4100-Textbooks	Budget Reference	Books and Supplies; 4100-Textbooks	Budget Reference	Books and Supplies; 4100-Textbooks

New

Modified

Unchanged

Goal 3

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 1 2 3 4 5 6 7 8
COE 9 10

LOCAL C. Facilities School facilities are maintained in good repair (E.C. 17002(d))

Identified Need:

All school facilities are maintained and in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Inspection Checklist and Repair Log	No Data	90%/90%/100%	90%/90%/100%	90%/90%/100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating cost of facilities.	Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating cost of facilities.	Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating cost of facilities.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$5,100"/>	Amount <input type="text" value="\$5,202"/>	Amount <input type="text" value="\$5,306"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; 2200 staffing Shared costs for facilities associate	Budget Reference	Classified Salaries; 2200 staffing Shared costs for facilities associate	Budget Reference	Classified Salaries; 2200 staffing Shared costs for facilities associate
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5500 5600 5610 5825	Budget Reference	Services and Other Operating Expenses; 5500 5600 5610 5825	Budget Reference	Services and Other Operating Expenses; 5500 5600 5610 5825

Goal 4

- 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 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL Specify 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:

100% Implementation of the CCSS

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, Instructional Scope and Sequence, Lesson Plan Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys	No data	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$43,000	Amount	\$43,000	Amount	\$43,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides	Budget Reference	Certificated Salaries; 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides	Budget Reference	Certificated Salaries; 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 covers shared cost of materials	Budget Reference	Other; 7400 covers shared cost of materials	Budget Reference	Other; 7400 covers shared cost of materials
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - Data Team Support for Professional Development	Budget Reference	Other; 7400 - Data Team Support for Professional Development	Budget Reference	Other; 7400 - Data Team Support for Professional Development
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - SIS Support for Professional Development	Budget Reference	Other; 7400 - SIS Support for Professional Development	Budget Reference	Other; 7400 - SIS Support for Professional Development
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - IT Support for Professional Development	Budget Reference	Other; 7400 - IT Support for Professional Development	Budget Reference	Other; 7400 - IT Support for Professional Development

Action **2**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).	Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).	Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

BUDGET EXPENDITURES

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

Budget
Reference

Services and Other Operating
Expenses;
5200 - Professional Development

Budget
Reference

Services and Other Operating
Expenses;
5200 - Professional Development

Budget
Reference

Services and Other Operating
Expenses;
5200 - Professional
Development

New

Modified

Unchanged

Goal 5

- 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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

Identified Need:

100% Parent access to opportunities for participation, and input on decision- making

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Meeting agendas and sign-ins, Site Advisory Council Agendas and sign-ins	N/A	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will provide a minimum of 6 Family Meetings	School will provide a minimum of 6 Family Meetings	School will provide a minimum of 6 Family Meetings

BUDGET EXPENDITURES

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

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

Action **2**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will invite 2 parents to attend all School Advisory Council Meetings.	School will invite 2 parents to attend all School Advisory Council Meetings.	School will invite 2 parents to attend all School Advisory Council Meetings.

BUDGET EXPENDITURES

2017-18

Amount

\$3,000

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

2018-19

Amount

\$3,000

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

2019-20

Amount

\$3,000

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
5290 Meetings-Staff/Parents

Action 3

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will engage with outside organization to provide training and development for Parent Engagement.	School will engage with outside organization to provide training and development for Parent Engagement.	School will engage with outside organization to provide training and development for Parent Engagement.

BUDGET EXPENDITURES

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

New

Modified

Unchanged

Goal 6

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 Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than schools in a 2 miles radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

Update 17-18 :

Blue, green or improving by one color for color coded performance level per the State Accountability System

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Statewide Assessment Results	N/A	Meets or exceeds targets for growth	Meets or exceeds targets for growth	Meets or exceeds targets for growth

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implementation of Intervention programs and resources (after school, before school) Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.	Implementation of Intervention programs and resources (after school, before school) Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.	Implementation of Intervention programs and resources (after school, before school) Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$18,150"/>	Amount <input type="text" value="\$18,150"/>	Amount <input type="text" value="\$18,150"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4200/ 4300 - Instructional Materials	Budget Reference	Books and Supplies; 4200/ 4300 - Instructional Materials	Budget Reference	Books and Supplies; 4200/ 4300 - Instructional Materials
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)	Budget Reference	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)	Budget Reference	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)	Budget Reference	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)	Budget Reference	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)

Goal 7

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)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Student achievement pupil achievement as measured by B.API

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CDE API Report	No data	Growth Target to be determined	Growth Target to be determined	Growth Target to be determined

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

BUDGET EXPENDITURES

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

Budget Reference	Services and Other Operating Expenses; 5200 (Travel and Conferences)	Budget Reference	Services and Other Operating Expenses; 5200 (Travel and Conferences)	Budget Reference	Services and Other Operating Expenses; 5200 (Travel and Conferences)
Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Budget Reference	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Budget Reference	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)

New

Modified

Unchanged

Goal 8

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).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

100% of students are on track to be college and career ready

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal Lexile Data	NA	75%	75%	75%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Program to assess reading levels	Program to assess reading levels	Program to assess reading levels
Classroom Libraries	Classroom Libraries	Classroom Libraries
Comprehension Toolkit: Updated (Harvey and Goudvis)	Comprehension Toolkit: Updated (Harvey and Goudvis)	Comprehension Toolkit: Updated (Harvey and Goudvis)

BUDGET EXPENDITURES

2017-18

Amount

\$12,000

Source

LCFF

Budget
ReferenceBooks and Supplies;
(4200/4300) Books other than
textbooks and Instructional
Materials)**2018-19**

Amount

\$14,000

Source

LCFF

Budget
ReferenceBooks and Supplies;
(4200/4300) Books other than
textbooks and Instructional
Materials)**2019-20**

Amount

\$14,000

Source

LCFF

Budget
ReferenceBooks and Supplies;
(4200/4300) Books other than
textbooks and Instructional
Materials)

New

Modified

Unchanged

Goal 9

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

100% of students are on track to be college and career ready

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Annual Report/Internal Data	NA	75% of EL students will advance at least one performance level per academic year.	75% of EL students will advance at least one performance level per academic year.	75% of EL students will advance at least one performance level per academic year.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Reading Plus/Lexia/iREADY for all students.	Provide Reading Plus/Lexia/iREADY for all students.	Provide Reading Plus/Lexia/iREADY for all students.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;

4410-Reading Plus/Lexia/iREADY
Software

4410-Reading Plus/Lexia/iREADY
Software

4410-Reading Plus/Lexia
/iREADY Software

New

Modified

Unchanged

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL State Priority #4: Student Achievement-Pupil Achievement as measured by: E. EL Reclassification Rates

Identified Need:

EL students will be reclassified as Fluent English Proficient annually.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Results and Reclassification Matrix	No Data	Higher than District Average	Higher than District Average	Higher than District Average

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ELD Standards Professional Development and Materials	ELD Standards Professional Development and Materials	ELD Standards Professional Development and Materials

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;

1300.1900-Shared Costs-Staffing
of ELD Coaches

1300.1900-Shared Costs-Staffing
of ELD Coaches

1300.1900-Shared Costs-
Staffing of ELD Coaches

New
 Modified
 Unchanged

Goal 11

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 Levels per the California School Dashboard.

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

100% of students are on track to be college and career ready

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Reports	NA	>96%	>96%	>96%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Personnel/Staffing	Attendance Personnel/Staffing	Attendance Personnel/Staffing
Social Emotional Counseling Services	Social Emotional Counseling Services	Social Emotional Counseling Services
Social Emotional Interventions: Family Support Meetings	Social Emotional Interventions: Family Support Meetings	Social Emotional Interventions: Family Support Meetings
Incentives	Incentives	Incentives
Student and Family Engagement	Student and Family Engagement	Student and Family Engagement

BUDGET EXPENDITURES

2017-18

Amount	\$60,000
Source	LCFF
Budget Reference	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff
Amount	\$35,700
Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared Costs(clinical counseling staffing)

2018-19

Amount	\$60,000
Source	LCFF
Budget Reference	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff
Amount	\$36,414
Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared Costs(clinical counseling staffing)

2019-20

Amount	\$60,000
Source	LCFF
Budget Reference	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff
Amount	\$36,414
Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared Costs(clinical counseling staffing)

Action **2**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Incentives Program	Attendance Incentives Program	Attendance Incentives Program

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4350 - Instructional Material	Budget Reference	Books and Supplies; 4350 - Instructional Material	Budget Reference	Books and Supplies; 4350 - Instructional Material

New

Modified

Unchanged

Goal 12

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 the California School Dashboard.

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Report	No data	92% of students < 3 unexcused absences.	92% of students < 3 unexcused absences.	92% of students < 3 unexcused absences.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
See Goal #11	See Goal #11	See Goal #11

BUDGET EXPENDITURES

2017-18

Amount

\$0

Source

Budget
Reference

;
See Goal #11

2018-19

Amount

\$0

Source

Budget
Reference

;
See Goal #11

2019-20

Amount

\$0

Source

Budget
Reference

;
See Goal #11

New

Modified

Unchanged

Goal 13

School will reduce its suspensions to less than or equal to 3% of students

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL : Specify School Climate As measured by: A. Pupil Suspension Rates

Identified Need:

School will reduce suspension rate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	NA	≤3%	≤2%	≤2%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention, SEL	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention, SEL	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention, SEL

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4300 - Instructional Materials	Budget Reference	Books and Supplies; 4300 - Instructional Materials	Budget Reference	Books and Supplies; 4300 - Instructional Materials
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5860 Instructional Consultants	Budget Reference	Services and Other Operating Expenses; 5860 Instructional Consultants	Budget Reference	Services and Other Operating Expenses; 5860 Instructional Consultants

New
 Modified
 Unchanged

Goal 14

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify School Climate As measured by: B. Pupil Expulsion Rates

Identified Need:

School will reduce expulsion rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	No Data	≤1	≤1	≤1

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
See Goal #13	See Goal #13	See Goal #13

BUDGET EXPENDITURES

2017-18

Amount

\$0

Source

Budget
Reference

;
See Goal #13

2018-19

Amount

\$0

Source

Budget
Reference

;
See Goal #13

2019-20

Amount

\$0

Source

Budget
Reference

;
See Goal #13

New

Modified

Unchanged

Goal 15

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%

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School Climate As measured by: C. School Connectedness

Identified Need:

Parent Satisfaction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student and Family Surveys	No Data	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parent Orientation	Parent Orientation	Parent Orientation
Student Led Conferences	Student Led Conferences	Student Led Conferences
Back to School Night	Back to School Night	Back to School Night
Celebration of learning	Celebration of learning	Celebration of learning
School Advisory Council meeting	School Advisory Council meeting	School Advisory Council meeting
Parent Meetings/Committees	Parent Meetings/Committees	Parent Meetings/Committees
Family Nights	Family Nights	Family Nights

Content Nights	Content Nights	Content Nights
Training for Leaders on Parent Engagement	Training for Leaders on Parent Engagement	Training for Leaders on Parent Engagement

BUDGET EXPENDITURES

2017-18

Amount	\$4,500
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 (conferences for leaders)

2018-19

Amount	\$4,500
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 (conferences for leaders)

2019-20

Amount	\$4,500
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 (conferences for leaders)

New

Modified

Unchanged

Goal 16

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify 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:

Access

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course offerings, Student Master Schedule	No Data	100% access	100% access	100% access

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access. 	<ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access. 	<ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - (Shared Costs) (inclusion coach staffing)	Budget Reference	Certificated Salaries; 1300/1900 - (Shared Costs) (inclusion coach staffing)	Budget Reference	Certificated Salaries; 1300/1900 - (Shared Costs) (inclusion coach staffing)
Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; See Goal #1	Budget Reference	; See Goal #1	Budget Reference	; See Goal #1

New

Modified

Unchanged

Goal 17

All Students will have access to ELA and Math Intervention in order to demonstrate expected growth on PUC internal benchmarks

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify 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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Intervention Master Schedule, RTI	No Data	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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)	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)	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)

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

Source

Source

Budget
Reference

;
See Goal #6 and #7

Budget
Reference

;
See Goal #6 and #7

Budget
Reference

;
See Goal #6 and #7

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$700,995

Percentage to Increase or Improve Services:

30.94%

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](#)).

ACTIONS/SERVICES CONTRIBUTING TO MEETING THE INCREASED OR IMPROVED SERVICES:

The details of the action and services and expenditures of the Supplemental and Concentration grant funds are articulated in this plan. These include teacher and administrative recruitment and development, intervention programs, social/emotional supportive programs, strategic professional development, data tracking, programs, and software to better serve all our students including low income, Foster Youth, and English Learner population. Additionally, funds support parent engagement, parent education, as well as stakeholder involvement support and resources. 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 actions and services that support identified English Language Learners. Finally, students with IEPs who are also low-income, foster youth and English learners will receive stated support.