

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

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
PUC Community Charter Elementary	GERARD MONTERO COMPLIANCE DIRECTOR	g.montero@pucschools.org (818) 492-2317 1438

2017-20 Plan Summary

The Story

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

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

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

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

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

PUC Community Charter Elementary was founded in 2014 in the Northeast San Fernando. 95.21% of PUC Community Charter Elementary's students are Hispanic, 1.6% are White, .64% are Filipino, and .64% are African American. 9.58% of the student population is served by the Special Education program, and 25.88% of students are identified English Learners (ELs) and 15.34% are Reclassified Fluent English Proficient (RFEP). 74.76% of families qualify for free or reduced lunch. About 32.04% of parents have taken some college coursework or Associate's degree, and 13.94% have degrees of any other variety.

LCAP Highlights

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

The Key features from this year's LCAP are as follows. We successfully introduced the MAP Growth assessment in Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data. We focused our professional development on 1) Culturally Relevant Teaching in order to support rigor and relationships in our school, 2) Data analysis to ensure growth for all students and subgroups, 3) Schoolwide goals of: 1.3 Data Analysis - Use student data to inform planning 3.3A Questioning 4.2 Collaboration with peers - Engage in collaborative relationships with peers 4.4. Collaboration with families - Engage in collaborative relationships with families and 4) English Language Development Standards and Instruction under direction of our English Learner Coordinator. Having completed our anti-bullying roll-out, we shifted our focus to the broader realm of social emotional learning. We implemented Social Emotional

Learning in order to support the growth of the whole child and positive school culture.

PUC Community Charter Elementary School set the following goals for CAASPP achievement and growth 2017-18: Absolute:

65% of students will score proficient/advanced on the SBAC

Growth: 100% of grade levels will demonstrate an increase of 20% proficient/advanced on SBAC

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

Review of Performance

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

Greatest Progress

In reviewing progress, the school has a number of areas to celebrate. Of the data reported on the CA School Dashboard, the school achieved a high level of English Learner Progress (69.5%) and a low suspension rate (.3%). In Basic Services, all teachers are appropriately assigned. Facilities are well repaired and maintained and in good standing order. All students have access to instructional materials, all courses, and intervention, including expanded access to instructional technology. In Implementation of Academic Standards, professional development was expanded and improved in order to meet teacher needs in improving instruction. Another highlight of the year was parent engagement. The school offered parent education classes, conducted school advisory committee meetings, and engaged parents through family events such as student-led conferences. Parent survey 16-17 shows strong satisfaction as evidenced by level 3 or higher on a four point scale. We also noted that expulsion remained at a low rate. The school also grew in reading comprehension as evidenced by increased lexile scores 16-17.

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 (29% Meets and Exceeds) and Mathematics (20% Meets and Exceeds) 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 differentiation as well as instructional technology for intervention within and outside of the school day, utilizing data from MAP Growth assessments to inform planning of intervention and engage stakeholders in goal setting.

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.

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.

Increased or Improved Services

The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 81.06% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided. Design Principles PUC schools are high achievement/high support schools that demonstrate high levels of success. All PUC schools are committed to graduating all students, including those who are academically struggling, while simultaneously preparing

all students for college-ready standards and success. Our schools feature a rigorous college-preparatory program of study beginning in sixth grade that includes enrollment in college classes by the senior year in high school. Each school is characterized by a strong college-going culture. The following design principles were honored and put into practice at the University Park Campus School, a school that has consistently demonstrated holding power for students who enter academically behind while achieving college-readiness for all. UPCS is one school that exemplifies these design principles which capture the critical elements of a board range of high achievement/ high support school designs. At PUC Schools we seek to achieve the same level of success as University Park Campus School through alignment to the same core design principles.

DESIGN AREA 1: ACADEMIC PROGRAM An Untracked Academic Program that prepares Every Student for College Work Our powerful educational program enables every student to graduate fully prepared for college work. Beginning in grade 6, all students pursue a rigorous college-preparatory curriculum. At the same time, instruction is individualized to connect to each student's particular level of development – including English language learners and special education students. There is no tracking. Instead, there are small classes, supportive relationships with faculty, and extended instructional periods. The middle school curriculum focuses on literacy to address the significant academic and English- language skill gaps of entering students and prepare them for the demanding high school program. A rich and varied arts curriculum is infused into the academic program for all students. At the high school level, the academic program is augmented by student enrollment in college classes.

1. Honors-level program of study for all 2. Standards-based curriculum that holds all students to high expectations 3. Engaging instruction that emphasizes learning through inquiry 4. Academic catch-up program combining basic skills with advanced concepts 5. Differentiated instruction that meets the learning needs of each student 6. Immersion for English language learners and inclusion for special education students 7. School-wide literacy program across the curriculum 8. Daily schedule and yearly calendar structured to extend learning 9. Scaffolded exposure to college- level instruction and college courses

DESIGN AREA 2: SCHOOL CULTURE A School Culture that Won't Allow Any Student to Fail While the careful design of the academic program is important, it is not the sole driver of student success. Achieving the mission depends equally upon establishing a school community in which everyone shares a deep commitment to one another's success. At PUC Schools, collaboration is the norm. Faculty, students, families, and community partners work together to solve problems and improve results. Teachers and students are empowered to take risks and are not afraid to admit mistakes or ask for help. Such an environment encourages effort and persistence from even the most discouraged learners who enter the school. This demanding but nurturing culture sets PUC Schools apart from other schools that provide a rigorous college-preparatory curriculum for underserved students but lose many students who are discouraged by the academic difficulty. PUC's holding power- its ability to deliver a rigorous college- preparatory program without significant attrition- is perhaps its most note worthy accomplishment.

1. Clear student behavioral norms based on professional norms 2. Formal introduction and mentoring of new students 3. Faculty commitment to "break down" complex material 4. Multiple modes of academic support 5. Consistent adult modeling of core values 6. Faculty commitment to motivate and inspire students 7. Construction of peer culture that supports each other's success 8. Family involvement that supports student success 9. University partnership that reinforces college-going culture

DESIGN AREA 3: ORGANIZATIONAL PRACTICES Formal Organizational Practices that Support the Academic Program and School Culture PUC has implemented a set of formal organizational practices that support the execution of the academic program and sustain the culture of excellence. These practices allow staff to maintain a disciplined focus on mission and results while building the organization's capacity to adapt to new circumstances and learn from mistakes.

1. Data- driven approach to curriculum, instruction, and school design 2. Hiring and development of faculty with skills and values to fulfill school mission 3. Shared leadership and collective decision-making 4. Student role in shaping school direction 5. Use of external standards to prevent erosion of internal standards 6. Development of common tools to ensure consistent academic expectations 7. Multi-faceted staff development that continuously improves teaching quality 8. Use of school- wide literacy program to focus staff on achieving school mission 9. Formal organizational arrangements that maximize college and university partnerships 10. Deployment of staff and other resources in flexible and creative ways 11. Leaders who serve as "keepers of the flame," reinforcing mission and culture

In addition to the fact that our overall program is designed to address the needs of our principally low income student population, specific services and actions are dedicated to English Learners and Foster Youth: In order to meet the needs of English Learners, PUC CCES has allocated funds for an English Learner Coordinator to provide resources and staff development in English Language Development Standards and Integrated and Designated ELD supports.

Budget Summary

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

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	\$569,766

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.

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

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1	100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.
---------------	---

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes
 Local Priorities: A. Teachers The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed

Annual Measurable Outcomes

Expected	Actual
CALPADS annual Credential Report 2017-18 100%	100% APPROPRIATELY ASSIGNED 93% FULLY CREDENTIALLED

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	1300 ADMINISTRATION - 1000-1999 Certificated Salaries - LCFF: \$90,000 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of	1300-ADMINISTRATION - 1000-1999 Certificated Salaries - LCFF: \$90,000 7400-MGT FEE-COVERS SAHRED COST OF DIRECTOR OF TALENT MANAGEMENT - 7000-7499 Other - LCFF: \$40,000

<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 multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing)</p>	<p>Human Resource department ensured proper hiring and placement of credentialed teachers, supervision and staffing of instructional program</p>	<p>Information Technology to ensure proper data tracking services of subgroups.. - 7000-7499 Other - LCFF: \$40,000</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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference between the Budgeted amount 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 fully meet this goal, we have maintained a full time credential analyst to work with the Human Resources Team and Recruitment has increased efforts to recruit fully credentialed teachers.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
SARC	2017-18 100%	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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>4200 4300 4350 4370 - Instructional Materials, & Resources for Arts - 4000-4999 Books and Supplies - LCFF: \$134,640 4100-Textbooks - 4000-4999 Books and Supplies - LCFF: \$15,000</p>	<p>4200 4300 4350 4370- INSTRUCTIONAL MATERIALS & RESOURCES - 4000-4999 Books and Supplies - LCFF: \$65,959 4100-TEXTBOOKS - 4000-4999 Books and Supplies - LCFF: \$16</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 worked within its budget to purchase instructional materials and supplies in alignment with the charter petition. Professional development activities were delivered to support quality implementation.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although CCES allocated funding for textbooks for the 2017-18 school year, a minimal amount of funding was actually used to purchase textbooks. The school utilized teacher created materials and used educational websites to supplement their educational program.

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

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities: C. Facilities School facilities are maintained in good repair (E.C. §17002(d))

Annual Measurable Outcomes

	Expected	Actual
Site Inspection Checklist and Repair Log	2017-18 90%/90%/100%	MONTHLY SITE INSPECTION: 94.08% BI-ANNUAL FACILITY INSPECTION:94.20% IDENTIFIED REQUIRED CORRECTIONS: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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of custodial and maintenance staff.</p> <p>Security maintenance and staffing.</p> <p>Operating cost of facilities.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>2200 staffing Shared costs for facilities associate - 2000-2999 Classified Salaries - LCFF: \$5,100</p> <p>5500 5600 5610 5825 - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p>	<p>2200 STAFFING SHARED COSTS FOR FACILITIES ASSOCIATE - 2000-2999 Classified Salaries - LCFF: \$5,100</p> <p>5500 5600 5610 5825 - 5000-5999 Services and Other Operating Expenses - LCFF: \$34,116</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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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 Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes
 Local Priorities: 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	Actual
<p>Milestone documents, Instructional 2017-18 Scope and Sequence, Lesson Plan Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys</p> <p>100%</p>	<p>100% IMPLEMENTATION OF THE CCSS.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1: Math and ELA implemented CCSS for all grades.</p> <p>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>	<p>1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides - 1000-1999 Certificated Salaries - LCFF: \$43,000</p> <p>7400 covers shared cost of materials - 7000-7499 Other - LCFF: \$5,000</p> <p>7400 - Data Team Support for Professional Development - 7000-7499 Other - LCFF: \$17,000</p> <p>7400 - SIS Support for Professional Development - 7000-7499 Other - LCFF: \$17,000</p> <p>7400 - IT Support for Professional Development - 7000-7499 Other - LCFF: \$17,000</p>	<p>1900-SHARED COSTS-STAFFING OF COACHES - 1000-1999 Certificated Salaries - LCFF: \$43,000</p> <p>7400-SHARED COST OF MATERIALS - 7000-7499 Other - LCFF: \$5,000</p> <p>7400-DATA TEAM SUPPORT FOR PROFESSIONAL DEVELOPMENT - 7000-7499 Other - LCFF: \$17,000</p> <p>7400-SIS SUPPORT FOR PROFESSIONAL DEVELOPMENT - 7000-7499 Other - LCFF: \$17,000</p> <p>7400-IT SUPPORT FOR PROFESSIONAL DEVELOPMENT - 7000-7499 Other - LCFF: \$17,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>5200 - Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	

<p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).</p>	<p>Planned Actions 2: 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>		
---	---	--	--

Analysis

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

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

Implementation 1: Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans.

Implementation 2: Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Annual Measurable Outcomes

Expected

Actual

<p>Family Meeting agendas and sign-ins, Site Advisory Council Agendas and sign-ins 2017-18 6 Family Meetings</p>	<ol style="list-style-type: none"> 1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS. 2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 9 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES. 3. A MINIMUM OF 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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will provide a minimum of 6 Family Meetings</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>SCHOOL HELD 9 FAMILY NIGHTS: Family Orientation (7/17) Back to School Night (9/28) Trunk or Treat (10/26) Math Night (11/15) Winter Celebration (12/14) Data Night (1/18) Physical and Emotional Safety Bullying and School Safety (2/22) Literacy Night (4/18) End of Year</p>	<p>5290 Meetings-Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	<p>5290-MEETINGS-STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> <p>4 SCHOOL ADVISORY COUNCIL MEETINGS: 9/20, 11/6, 12/4, 1/31</p>	<p>5290 Meetings-Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	<p>5290-MEETINGS-STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will engage with outside organization to provide training and development for Parent Engagement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p> <p>School offered workshops for parents through PUC Valley Parent Center: Date Workshop Topic 1/22/18 College Knowledge: Majors, Careers, and Financial Aid 1/29/18 Technology: Mathematics 2/5/18 Health: What Your Child Needs to Know about Sex and Relationships 2/12/18 Parenting: School Transitions 2/19/18 College Knowledge: Early College High School 2/26/18 Technology: Reading and Literacy 3/5/18 Health: What Your Child Needs to Know about Sex and Relationships 3/12/18 Parenting: Trauma Informed Care 3/19/18 College Knowledge: College Application Case Studies 4/4/18 Health: Talking about Tough Topics with High School Students 4/9/18 Parenting: Parenting Made Fun 4/16/18 College Knowledge: College Affordability Planning 4/19/18 Peer Health Exchange Workshop 4/25/18 Technology: Internet Safety Part 1 4/26/18 Parents' Role in the IEP 4/30/18 Finance Workshop 5/7/18 Health: Family Workshop and Workout 5/9/18 Parenting: Play--It's Not Just for Kids 5/10/18 Rights, Services and Evaluations: A Guide for Parents (Families with IEPs) 5/14/18 Parenting: School Transitions 5/21/18 Parenting: Setting Limits and Boundaries 5/23/18 College Knowledge: Maximize Students' Summer 5/30/18 Technology: Internet Safety Part 2 6/13/18 Parent Center Summer Reading Book Fair</p>	<p>5860 Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>5860-INSTRUCTIONAL CONSULTANTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</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.

In addition to fulfilling the plans for this goal, the school continued to increase publicity for family meetings, including personal phone calls to ensure increased attendance. School partnered with PUC Valley Parent Center instead of an outside agency to offer parent engagement workshops. Parent Center Advisory Council provided in put on topics for workshops

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

Actions taken in alignment with this goal not only ensured access but also increased offerings, stakeholder input opportunities, and participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal. PUC Valley schools responded to parent requests for a PUC parent center and formed a center guided by a parent advisory panel. Panel surveyed parents to generate core areas for workshops. As such, school modified LCAP in areas of Goal 5, Action 3, and Budget for Action 3.

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 Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
CAASPP Statewide Assessment Results	2017-18 Meets or exceeds targets for growth	CAASPP RESULTS FOR 2016-2017: ENGLISH LEARNERS: ELA-11%/MATH-4% HISPANIC/LATINO: ELA-28%/MATH-19% SCHOOL WIDE: ELA-29%/MATH-20% SOCIOECONOMIC DISADVANTAGED: ELA-29%/MATH-17% SPECIAL EDUCATION: ELA-13%/MATH-13%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Math Intervention Round #1 - #3 (October, January, April) Teachers use MAP + ICA data to inform each tutoring session. Teachers implement the following programs to support with intervention: Khan Academy, Zearn, Imagine Math. Reading Intervention Teachers implement Great Leaps to support students with building foundational skills. Instructional technology used for math: Zearn, Imagine Math, Khan Academy. Instructional technology used for ELA: Achieve 3000, Smarty Ants, Newsela, Starfall.</p>	<p>4200/ 4300 - Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$18,150 1100-3600 (Staffing for outside of class intervention) - 1000-1999 Certificated Salaries - LCFF: \$8,000 4410 (Data tracking tools-Illuminate, Schoolzilla) - 4000-4999 Books and Supplies - LCFF: \$5,000</p>	<p>4200,4300-INSTRUCTIONAL MATERIALS - 4000-4999 Books and Supplies - LCFF: \$2,138 1100-3600-STAFFING FOR OUTSIDE OF CLASS INTERVENTION - 1000-1999 Certificated Salaries - LCFF: \$8,000 4410-DATA TRACKING TOOLS-ILLUMINATE, SCHOOLZILLA - 4000-4999 Books and Supplies - LCFF: \$5,000</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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for purchased books other than textbooks was lower than the budgeted amount. The amount of books purchased was based on the needs of the current students.

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

In 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.

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 Priorities: 4. Pupil achievement
 Local Priorities: Student achievement pupil achievement as measured by B.API

Annual Measurable Outcomes

	Expected	Actual
CDE API Report	2017-18 Growth Target to be determined	CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2016-2017: 1. CHRONIC ABSENTEEISM: N/A 2. SUSPENSION RATE: GREEN 3. ENGLISH LEARNER PROGRESS: GREEN 4. GRADUATION RATE: N/A 5. COLLEGE/CAREER: N/A 6. ENGLISH LANGUAGE ARTS: YELLOW 7. MATHEMATICS: ORANGE

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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. 100% School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English Learners and subgroups.</p>	<p>5200 (Travel and Conferences) - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000 (4200/4300) Books other than textbooks and Instructional Materials) - 4000-4999 Books and Supplies - LCFF: \$4,000</p>	<p>5200-TRAVEL AND CONFERENCES - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,944 4200,4300-BOOKS OTHER THAN TEXTBOOKS AND INSTRUCTIONAL MATERIALS - 4000-4999 Books and Supplies - LCFF: \$2,138</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. In addition, teachers participated in Milestones meetings to collaborate on proper scope and sequence of standards and opportunities for intervention.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for purchased books other than textbooks was lower than the budgeted amount. The amount of books purchased was based on the needs of the current students.

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

We will continue with actions and services for this goal.

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).

Goal 8

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Internal Lexile Data	2017-18 75%	2017-2018 LOCAL LEXILE (OR EQUIVALENT) DATA: ENGLISH LEARNERS: 21% HISPANIC/LATINO: 53% SCHOOL WIDE: 54% SOCIOECONOMIC DISADVANTAGED: 51% SPECIAL EDUCATION: 61% ALSO: FALL 2017 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: YELLOW HISPANIC/LATINO: YELLOW SCHOOL WIDE: YELLOW SOCIOECONOMIC DISADVANTAGED: YELLOW SPECIAL EDUCATION: YELLOW

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Program to assess reading levels</p> <p>Classroom Libraries</p> <p>Comprehension Toolkit: Updated (Harvey and Goudvis)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school utilized the following instructional technology for ELA in 17-18: Achieve 3000, Smarty Ants, Newsela, Starfal</p>	<p>(4200/4300) Books other than textbooks and Instructional Materials) - 4000-4999 Books and Supplies - LCFF: \$12,000</p>	<p>4200-4300-BOOKS OTHER THAN TEXTBOOKS AND INSTRUCTIONAL MATERIALS - 4000-4999 Books and Supplies - LCFF: \$74</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.

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

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

Actions and services brought growth based on prior years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for purchased books other than textbooks was lower than the budgeted amount. The amount of books purchased was based on the needs of the current students.

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

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

Goal 9

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

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

- English Learner Progress (K-12)

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

<p>CELDT Annual Report/Internal Data 2017-18 75% of EL students will advance at least one performance level per academic year.</p>	<p>HISPANIC/LATINO: 45% SCHOOL-WIDE: 45% SOCIOECONOMIC DISADVANTAGED: 46% SPECIAL EDUCATION: 50%</p>
--	---

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Reading Plus/Lexia/iREADY for all students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>We are currently awaiting post-assessment Lexile data. School provided program to assess reading levels. Classroom libraries. Instructional technology: Achieve 3000, Smarty Ants, Newsela, Starfall, Zearn, Imagine Math, Khan Academy. Comprehension Toolkit: Updated (Harvey and Goudvis). School did not meet goal.</p>	<p>4410-Reading Plus/Lexia /iREADY Software - 4000-4999 Books and Supplies - LCFF: \$3,000</p>	<p>4410-READING PLUS/LEXIA/IREADY SOFTWARE - 4000-4999 Books and Supplies - LCFF: \$3,000</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.

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

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

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.

No material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
CELDT Results and Reclassification Matrix	2017-18 Higher than District Average	17-18 RECLASSIFICATION RATE: SCHOOL: 28% LAUSD: 20.1%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Standards Professional Development and Materials</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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>	<p>1300.1900-Shared Costs- Staffing of ELD Coaches - 1000-1999 Certificated Salaries - LCFF: \$5,000</p>	<p>1300,1900-SHARED COST-STAFFING OF ELD COACH - 1000-1999 Certificated Salaries - LCFF: \$5,000</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 engaged in professional development in ELD Standards.

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

Although the resources and strategies are bringing growth, more growth is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF

Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to continue to ensure growth, the school will enlist support of Teacher Leaders and continue development of Integrated and Designated ELD Supports.

Goal 11

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 Priorities: 5. Pupil engagement
 Local Priorities: Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Annual Measurable Outcomes

	Expected	Actual
Monthly Attendance Reports	2017-18 >96%	ENGLISH LEARNERS: 96% HISPANIC/LATINO: 95% SCHOOL WIDE: 95% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 94%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Attendance Personnel/Staffing Social Emotional Counseling Services Social Emotional Interventions: Family Support Meetings Incentives Student and Family Engagement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>2100,2400 - Supporting pay of: Classified Staff - 2000-2999 Classified Salaries - LCFF: \$60,000 1300/1900 - Shared Costs(clinical counseling staffing) - 1000-1999 Certificated Salaries - LCFF: \$35,700</p>	<p>2100,2400-SUPPORTING PAY OF: CLASSIFIED STAFF - 2000-2999 Classified Salaries - LCFF: \$60,000 1300/1900-SHARED COSTS(CLINICAL COUNSELING STAFFING) - 1000-1999 Certificated Salaries - LCFF: \$35,700</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>4350 - Instructional Material - 4000-4999 Books and Supplies - LCFF: \$2,000</p>	

<p>Location: All Schools</p> <p>Attendance Incentives Program</p>	<p>Location: All Schools</p> <p>Attendance Incentives: Monthly recognition, certificates and prize (i.e. pencils, ribbons, etc.) School did not meet overall goal. Special Education and Hispanic/Latino subgroups were slightly under overall goal, while English Learner and Socioeconomic Disadvantaged subgroups met goal percentage.</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 prizes and recognition at celebrations. Family Support Team meetings were offered in order to provide goal setting and strategies for success.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #1: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
 Action #2: Data pending.

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

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

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

Annual Measurable Outcomes

Expected

Actual

<p>Monthly Attendance Report 2017-18</p> <p>92% of students < 3 unexcused absences.</p>	<p>55% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.</p>
---	---

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal #11</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Incentives: Monthly recognition, certificates and prize (i.e. pencils, ribbons, etc.) School did not meet goal.</p>	<p>See Goal #11: \$0</p>	<p>SEE GOAL #11 - LCFF: \$0</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 prizes and recognition in celebrations. Family Support Team meetings were offered in order to provide goal setting and strategies for success.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal #11.

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

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

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2017-18 ≤3%	SUSPENSION RATES: ENGLISH LEARNERS: 0%; BLUE HISPANIC/LATINO: 0%; GREEN SCHOOL WIDE: 0%; GREEN SOCIOECONOMIC DISADVANTAGED: 0%; GREEN SPECIAL EDUCATION: 0%; N/A

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention, SEL	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School provided training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention School is meeting its goal.	2200/2400 - (shared costs) Staffing Discipline Unit - 2000-2999 Classified Salaries - LCFF: \$16,000 4300 - Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$6,000 5860 Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000	2200/2999-CLASSIFIED SALARIES - 2000-2999 Classified Salaries - LCFF: \$16,000 4300-INSTRUCTIONAL MATERIALS - 4000-4999 Books and Supplies - LCFF: \$6,000 5860-INSTRUCTIONAL CONSULTANTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$0

Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CLASSIFIED SALARIES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
 BOOKS AND SUPPLIES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

INSTRUCTIONAL CONSULTANT: No instructional consultant was purchased this year, school on-line materials and did in-house training.

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

School will continue with the programs and trainings.

Goal 14 Less than or equal to 1 % of students will be expelled

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>CALPADS</p> <p>2017-18</p> <p>≤1</p>	<p>EXPULSION:</p> <p>ENGLISH LEARNERS: 0%</p> <p>HISPANIC/LATINO: 0%</p> <p>SCHOOL WIDE: 0%</p> <p>SOCIOECONOMIC DISADVANTAGED: 0%</p> <p>SPECIAL EDUCATION: 0%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal #13</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal #13. School is meeting its goal.</p>	<p>See Goal #13: \$0</p>	<p>See Goal #13: \$0</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 effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal #13.

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

School will continue with the programs and trainings.

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%

Goal 15

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Student and Family Surveys	<p>2017-18</p> <p>average approval rating of a \geq Level 3</p>	<p>ANNUAL STAKEHOLDER SATISFACTION SURVEY:</p> <p>FAMILY SURVEY:</p> <p>APPROVAL RATING - LEVEL 3</p> <p>RESPONSE RATE - 51%</p> <p>STUDENT SURVEY:</p> <p>APPROVAL RATING - LEVEL 2</p> <p>RESPONSE RATE - 58%</p> <p>TEACHER SURVEY:</p> <p>CCES:</p> <p>Teachers engaged in open format confidential survey and discussion with Human Resources professionals to provide input on school leadership, academics, culture and operations. School leaders engaged in reflection on results and reported out on themes and next steps to their staff.</p> <p>80% Survey Response Rate</p> <p>POSITIVE HIGHLIGHTS:</p> <p>Administration transparent</p> <p>Time to prep and plan with grade-level team</p> <p>Math Intervention Cycle</p> <p>Having time to sharing feedback and reflecting on it</p> <p>Time to plan for Intervention</p> <p>School made needed resources available to teachers</p> <p>Teachers teaming to provide intervention</p> <p>Collaboration between administration and teachers</p> <p>SUGGESTIONS:</p> <p>Provide even more planning time for intervention</p> <p>Communicating with parents about tutoring in a timely manner via tutoring letters</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School provided the following opportunities: Parent Orientation Back to School Night Student Led Conferences Celebration of learning School Advisory Council meeting Coffee with the principal Parent Meetings/Committees Family Nights Content Nights</p> <p>School is meeting its goal.</p>	<p>5200 (conferences for leaders) - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,500</p>	<p>5200-CONFERENCES FOR LEADERS - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,434</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.

Leaders received training on engaging families. PDs and presentations were developed for leaders to present to families: LCAP School Success Plan Foster/Homeless Youth ELPAC/English Learners In addition, leaders developed events around: Student Led Conferences Math/Literacy Night Goal Setting

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

School believes actions are appropriate to bring further growth and will continue to analyze data and make adjustments as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for travel and conferences was increased from the amount originally Budgeted because the school felt that part of increasing school-family relationship was to strengthen the ability for administration to support teachers by sending administration to conferences and various professional developments focused on Parent Engagement.

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 Priorities: 7. Course access
 Local Priorities: 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))

Annual Measurable Outcomes

	Expected	Actual
Course offerings, Student Master Schedule	2017-18 100% access	COURSE ACCESS: 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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>1300/1900 - (Shared Costs) (inclusion coach staffing) - 1000-1999 Certificated Salaries - LCFF: \$16,000 See Goal #1: \$0</p>	<p>1300/1900-SHARED COSTS-INCLUSION COACH AND STAFFING - 1000-1999 Certificated Salaries - LCFF: \$16,000 See Goal #1: \$0</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.

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.

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 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 Priorities: 8. Other pupil outcomes
 Local Priorities: 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
<p>Intervention Master Schedule, RTI 2017-18 100%</p>	<p>100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Math Intervention Round #1 - #3 (October, January, April) Teachers use MAP + ICA data to inform each tutoring session. Teachers implement the following programs to support with intervention: Khan Academy, Zearn, Imagine Math. Reading Intervention Teachers implement Great Leaps to support students with building foundational skills. The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Instructional technology used for math: Zearn, Imagine Math,</p>	<p>See Goal #6 and #7: \$0</p>	<p>See Goal \$6 and #7: \$0</p>

Khan Academy. Instructional technology used for ELA: Achieve 3000, Smarty Ants, Newsela, Starfall.

Analysis

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

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

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

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal #6 and Goal #7

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

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

September 15, 2017--Coffee with the Principal The principal shared information and facilitated a conversation around LCAP.

September 20, 2017-- SAC Meeting The principal shared LCAP information with the team and discussed what the school is doing to address key indicators.

November 17, 2017--Coffee with Principal The principal shared information and facilitated a conversation around LCAP. -school wide focus of parent engagement in the learning process These meetings allowed participants to become familiar with current year LCAP and ask questions.

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

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

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

Impact on LCAP and Annual Update

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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 Priorities: 1. Basic; 8. Other pupil outcomes
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1300 ADMINISTRATION	Certificated Salaries; 1300 ADMINISTRATION	Certificated Salaries; 1300 ADMINISTRATION
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	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..	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..	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..

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

Modified Goal

Goal 2

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$15,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4100-Textbooks	Books and Supplies; 4100-Textbooks	Books and Supplies; 4100-Textbooks
Amount	\$134,640	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts

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

Unchanged Goal

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 Priorities: 1. Basic
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

2018-19

2019-20

Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,100	\$5,202	\$5,306
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; 2200 staffing Shared costs for facilities associate	Classified Salaries; 2200 staffing Shared costs for facilities associate	Classified Salaries; 2200 staffing Shared costs for facilities associate
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5500 5600 5610 5825	Services and Other Operating Expenses; 5500, 5600, 5610, 5825 Shared Costs for Facilities	Services and Other Operating Expenses; 5500, 5600, 5610, 5825 Shared Costs for Facilities

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

Modified Goal
<ul style="list-style-type: none"> School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups. School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state</i>. Teachers will participate in annual professional development on the implementation of the Common Core State Standards <p>All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards</p>

Goal 4

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$43,000	\$43,000	\$43,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides	Certificated Salaries; 1300 1900 (SHARED COSTS- superintendents and their aides	Certificated Salaries; 1300 1900 (SHARED COSTS- superintendents and their aides
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other; 7400 covers shared cost of materials	Other; 7400 covers shared cost of materials	Other; 7400 covers shared cost of materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other; 7400 - Data Team Support for Professional Development	Other; 7400 - Data Team Support for Professional Development	Other; 7400 - Data Team Support for Professional Development
Amount	\$17,000	\$17,000	\$17,000

Source	LCFF	LCFF	LCFF
Budget Reference	Other; 7400 - SIS Support for Professional Development	Other; 7400 - SIS Support for Professional Development	Other; 7400 - SIS Support for Professional Development
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other; 7400 - IT Support for Professional Development	Other; 7400 - IT Support for Professional Development	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 - Professional Development	Services and Other Operating Expenses; 5200 - Professional Development	Services and Other Operating Expenses; 5200 - Professional Development

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

Unchanged Goal

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 Priorities: 3. Parent involvement
 Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will provide a minimum of 6 Family Meetings

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will provide a minimum of 6 Family Meetings

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will provide a minimum of 6 Family Meetings

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will invite 2 parents to attend all School Advisory Council Meetings.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will invite 2 parents to attend all School Advisory Council Meetings.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School will invite 2 parents to attend all School Advisory Council Meetings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

School will engage with outside organization to provide training and development for Parent Engagement.

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5860 Instructional Consultants	Certificated Salaries; 1900-PARENT COORDINATOR	Certificated Salaries; 1900-PARENT COORDINATOR

(Select from New Goal, Modified Goal, or Unchanged 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 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 Priorities: 4. Pupil achievement
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of Intervention programs and resources (after school, before school)

Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of Intervention programs and resources (after school, before school)

Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of Intervention programs and resources (after school, before school)

Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,150	\$18,150	\$18,150
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4200/ 4300 - Instructional Materials	Books and Supplies; 4200/ 4300 - Instructional Materials	Books and Supplies; 4200/ 4300 - Instructional Materials
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)	Certificated Salaries; 1100-3600 (Staffing for outside of class intervention)
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)	Books and Supplies; 4410 (Data tracking tools- Illuminate, Schoolzilla)

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

Modified Goal

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)

Goal 7

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English

Learners and subgroups.

Learners and subgroups.

Learners and subgroups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 (Travel and Conferences)	Services and Other Operating Expenses; 5200 (Travel and Conferences)	Services and Other Operating Expenses; 5200 (Travel and Conferences)
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)

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

Unchanged Goal

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).

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

2017-18	2018-19	2019-20
Unchanged Action	Unchanged Action	Unchanged Action
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)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$12,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)	Books and Supplies; (4200/4300) Books other than textbooks and Instructional Materials)

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

Modified Goal

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)

Goal 9

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Reading Plus/Lexia/iREADY for all students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide NEWSELA or other instructional technology for all students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide NEWSELA or other instructional technology for all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4410-Reading Plus/Lexia/iREADY Software	Books and Supplies; 4410-NEWSELA OR OTHER SOFTWARE	Books and Supplies; 4410-NEWSELA OR OTHER SOFTWARE

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

Modified Goal

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

ELD Standards Professional Development and Materials	ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.	ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.
--	---	---

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$4,500	\$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1300.1900-Shared Costs-Staffing of ELD Coaches	Certificated Salaries; 1300-ELD TEACHER LEADER STIPEND	Certificated Salaries; 1300-ELD TEACHER LEADER STIPEND
Amount	\$0	\$1,500	\$1,500
Source		LCFF	LCFF
Budget Reference		Books and Supplies; 4300-ELD CURRICULUM	Books and Supplies; 4300-ELD CURRICULUM
Amount	\$0	\$1,500	\$1,500
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; 5200-EXTERNAL ELD TRAINING	Services and Other Operating Expenses; 5200-EXTERNAL ELD TRAINING

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

Modified Goal

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

Goal 11

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
 Local Priorities: Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

School will maintain a high ADA rate >=96%.

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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Attendance Personnel/Staffing
 Social Emotional Counseling Services

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Attendance Personnel/Staffing
 Social Emotional Counseling Services

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Attendance Personnel/Staffing
 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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff	Classified Salaries; 2100,2400 - Supporting pay of: Classified Staff
Amount	\$35,700	\$36,414	\$36,414
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared Costs(clinical counseling staffing)	Certificated Salaries; 1300/1900 - Shared Costs(clinical counseling staffing)	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Attendance Incentives Program

Attendance Incentives Program

Attendance Incentives Program

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF

Budget Reference	Books and Supplies; 4350 - Instructional Material	Books and Supplies; 4350 - Instructional Material	Books and Supplies; 4350 - Instructional Material
------------------	---	---	---

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

Modified Goal

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

Goal 12

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See Goal #11	See Goal #11	See Goal #11
--------------	--------------	--------------

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Goal #11	; See Goal #11	; See Goal #11

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

Goal 13	Modified Goal 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 Priorities: 6. School climate Local Priorities: : 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,000	\$16,000	\$16,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4300 - Instructional Materials	Books and Supplies; 4300 - Instructional Materials	Books and Supplies; 4300 - Instructional Materials
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; 5860 Instructional Consultants	Services and Other Operating Expenses; 5860 Instructional Consultants	Services and Other Operating Expenses; 5860 Instructional Consultants

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

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

Goal 14

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See Goal #13

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See Goal #13

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See Goal #13

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Goal #13	; See Goal #13	; See Goal #13

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

Modified Goal

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%

Goal 15

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	LCFF	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses; 5200 (conferences for leaders)	Services and Other Operating Expenses; 5200 (conferences for leaders)	Services and Other Operating Expenses; 5200 (conferences for leaders)
------------------	---	---	---

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

Unchanged Goal

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 schools charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
 Local Priorities: 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Creation of Student Master Schedule
- Course offerings
- Inclusion support for students with IEPs

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Creation of Student Master Schedule
- Course offerings
- Inclusion support for students with IEPs

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Creation of Student Master Schedule
- Course offerings
- Inclusion support for students with IEPs

who are also EL and LI to ensure course access.	who are also EL and LI to ensure course access.	who are also EL and LI to ensure course access.
---	---	---

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - (Shared Costs)(inclusion coach staffing)	Certificated Salaries; 1300/1900 - SHARED COST DIRECTOR OF SPECIAL EDUCATION	Certificated Salaries; 1300/1900 - SHARED COST DIRECTOR OF SPECIAL EDUCATION
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Goal #1	; See Goal #1	; See Goal #1

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

Unchanged Goal

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 Priorities: 8. Other pupil outcomes
Local Priorities: 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:

Intervention to support achievement.

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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

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

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

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
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)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; See Goal #6 and #7	; See Goal #6 and #7	; See Goal #6 and #7

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	\$691,228	Percentage to Increase or Improve Services:	28.82%
---	-----------	---	--------

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

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

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of **81.0%** and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

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

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we added “literacy leveled materials.” This change emphasizes the critical role that

literacy places in achieving the vision of college success for all students. Second, the parent engagement goal will be altered in Action 3 to indicate the addition of a Parent Center and Parent Coordinator who will incorporate parent input into the planning of parent workshops. We want to ensure that parents' voices are honored and their input is used to inform decision-making. Finally, in Goal 10 "EL Students will be reclassified as Fluent English Proficient annually," the school will revise the Service of ELD Curriculum to incorporate External ELD Trainings as well. This change will ensure that school staff have access to the latest best practices in supporting English Learners.

In addition, the PUC Community Charter Elementary is providing resources to:

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

LCAP Year: **2017-18**

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.

Expenditure Summary

Expenditures by Budget Category

Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$641,090	\$522,619	\$569,766	\$569,870
1000-1999 Certificated Salaries	197,700	197,700	199,914	199,914
2000-2999 Classified Salaries	81,100	81,100	81,202	81,306
4000-4999 Books and Supplies	199,790	84,325	134,650	134,650
5000-5999 Services and Other Operating Expenses	66,500	63,494	58,000	58,000
7000-7499 Other	96,000	96,000	96,000	96,000

Expenditures by Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$641,090	\$522,619	\$569,766	\$569,870
LCFF Base/Not Contributing to Increased or Improved Services	633,090	514,619	559,266	559,370
LCFF S & C/Contributing to Increased or Improved Services	8,000	8,000	10,500	10,500

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$641,090	\$522,619	\$569,766	\$569,870
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	192,700	192,700	195,414	195,414
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	5,000	5,000	4,500	4,500
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	81,100	81,100	81,202	81,306
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	196,790	81,325	130,150	130,150
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000	4,500	4,500
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	66,500	63,494	56,500	56,500
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	1,500	1,500
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	96,000	96,000	96,000	96,000

Expenditures by Goal and Funding Source

Funding Source	2018	2019
----------------	------	------

100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources	\$130,000	\$130,000
LCFF Base/Not Contributing to Increased or Improved Services	130,000	130,000

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

All Funding Sources	\$90,000	\$90,000
LCFF Base/Not Contributing to Increased or Improved Services	90,000	90,000

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.

All Funding Sources	\$35,202	\$35,306
LCFF Base/Not Contributing to Increased or Improved Services	35,202	35,306

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

All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards

All Funding Sources	\$102,000	\$102,000
LCFF Base/Not Contributing to Increased or Improved Services	102,000	102,000

- 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

All Funding Sources	\$16,000	\$16,000
LCFF Base/Not Contributing to Increased or Improved Services	16,000	16,000

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

All Funding Sources	\$31,150	\$31,150
LCFF Base/Not Contributing to Increased or Improved Services	31,150	31,150

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)

All Funding Sources	\$9,000	\$9,000
LCFF Base/Not Contributing to Increased or Improved Services	9,000	9,000

Students are on track to be college and career ready.

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

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

All Funding Sources	\$5,000	\$5,000
LCFF Base/Not Contributing to Increased or Improved Services	5,000	5,000

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)**

All Funding Sources	\$3,000	\$3,000
LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000

EL students will be reclassified as Fluent English Proficient annually.

All Funding Sources	\$7,500	\$7,500
LCFF S & C/Contributing to Increased or Improved Services	7,500	7,500

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

All Funding Sources	\$98,414	\$98,414
LCFF Base/Not Contributing to Increased or Improved Services	98,414	98,414

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

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)

All Funding Sources	\$30,000	\$30,000
LCFF Base/Not Contributing to Increased or Improved Services	30,000	30,000

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

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

All Funding Sources	\$4,500	\$4,500
LCFF Base/Not Contributing to Increased or Improved Services	4,500	4,500

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

All Funding Sources	\$8,000	\$8,000
LCFF Base/Not Contributing to Increased or Improved Services	8,000	8,000

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
----------------	-----------------------------	-------------------------------------

100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources	\$130,000	\$130,000
LCFF Base/Not Contributing to Increased or Improved Services	130,000	130,000

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.

All Funding Sources	\$149,640	\$65,975
LCFF Base/Not Contributing to Increased or Improved Services	149,640	65,975

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.

All Funding Sources	\$35,100	\$39,216
LCFF Base/Not Contributing to Increased or Improved Services	35,100	39,216

- 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

All Funding Sources	\$102,000	\$99,000
LCFF Base/Not Contributing to Increased or Improved Services	102,000	99,000

- 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

All Funding Sources	\$16,000	\$16,000
LCFF Base/Not Contributing to Increased or Improved Services	16,000	16,000

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

All Funding Sources	\$31,150	\$15,138
LCFF Base/Not Contributing to Increased or Improved Services	31,150	15,138

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)

All Funding Sources	\$9,000	\$7,082
LCFF Base/Not Contributing to Increased or Improved Services	9,000	7,082

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).

All Funding Sources	\$12,000	\$74
LCFF Base/Not Contributing to Increased or Improved Services	12,000	74

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)**

All Funding Sources	\$3,000	\$3,000
LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000

EL students will be reclassified as Fluent English Proficient annually.

All Funding Sources	\$5,000	\$5,000
LCFF S & C/Contributing to Increased or Improved Services	5,000	5,000

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

All Funding Sources	\$97,700	\$95,700
LCFF Base/Not Contributing to Increased or Improved Services	97,700	95,700

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

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)

All Funding Sources	\$30,000	\$22,000
LCFF Base/Not Contributing to Increased or Improved Services	30,000	22,000

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

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

All Funding Sources	\$4,500	\$8,434
LCFF Base/Not Contributing to Increased or Improved Services	4,500	8,434

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.

All Funding Sources	\$16,000	\$16,000
LCFF Base/Not Contributing to Increased or Improved Services	16,000	16,000

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

All Funding Sources	\$0	\$0
---------------------	-----	-----

© 2018 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved
 view_plan.tt 01/31/2018 13:48:33