

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

PUC Early College Academy for Leaders and Scholars (ECALS)

Contact Name and Title

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2017-20 Plan Summary

THE STORY

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

PUC Early College Academy for Leaders is part of a Charter Management Organization called PUC, Partnerships to Uplift Communities. The organization began with one school in 1999 and officially became PUC in 2004. The network now consists of 17 schools which serve 3 specific communities, Northeast San Fernando Valley, Northeast Los Angeles, and Northeast Rochester.

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

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

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

LCAP HIGHLIGHTS

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

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

GREATEST NEEDS

Of the data provided on the state dashboard, the school has identified ELA and Mathematics achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will implement instructional technology for intervention within and outside of the school day. The school will also expand the curricular resources for all teachers. The dashboard also indicates that there is a need to improve the graduation rate as well as suspension rates for students with disabilities. To improve in these areas, the school has implemented counseling programs in social emotional learning, family support and college counseling.

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 has a performance gap in Suspension for students with disabilities. In order to address this gap, the school will continue to develop its restorative justice practices, including the expansion of alternatives to suspension, and continued implementation of behavior support plans where appropriate.

INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$4,948,479
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$919,562

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.

\$4,384,592	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	100% of all teachers are fully credentialed and appropriately placed. Supervision and staffing of instructional program.
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State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100%	100% of all teachers are appropriately assigned. 100% of all teachers are credentialed.
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ACTIONS / SERVICES

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

Actions/Services	PLANNED	ACTUAL
	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.	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.

Expenditures

Focus on ELA Teachers to support EL Learners (increased data review, differentiation, CCSS, reading and writing)	Focus on ELA Teachers to support EL Learners (increased data review, differentiation, CCSS, reading and writing)
<p>BUDGETED</p> <p>\$170,000 (supplemental/ concentration) 1101 ELA Teacher Staffing \$95,000 (supplemental) 7400 covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,937,305 - 1101 (Base) Certified Teaching Staff with Benefits \$219, 481- 1101 (supplemental/ concentration) ELA Teacher Staffing \$29, 529 (supplemental)7400 covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups</p>

ANALYSIS

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

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

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 articulated effectiveness of the actions/services to achieve the 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.	<ul style="list-style-type: none"> • \$80,000 School spent more on ELA teacher salaries. Spent less on Directors to achieve goal. • School spent less on Directors than planned. Spent more on ELA Teacher Salaries to achieve goal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to fully meet this goal, we have hired a full time credential analyst to work with the Human Resources Team and Recruitment has began to increase efforts to recruit fully credentialed teachers

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% All students have access to Standards-aligned Instructional Materials

ACTUAL

100% of students have access to Standards-aligned Instructional Materials

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Purchase of resources and allocation of time to ensure all teachers have proper resources and professional development to acquire resources • Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition 	<p>ACTUAL</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
Expenditures	<p>BUDGETED</p> <p>\$110,000 (supplemental/ concentration) \$10,000 (supplemental) 4100 4200 4300 4350 4370</p>	<p>ESTIMATED ACTUAL</p> <p>\$79,075 (supplemental/ concentration) 4200, 4300, 4350,4370 \$291 (supplemental) textbooks 4100</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 articulated effectiveness of the actions/services to achieve the 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.

\$40,700 and \$10,000. School spent approximately the same amount as planned in order to ensure teachers had proper resources.

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 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

90%/90%/100%

92%/91%/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.

Actions/Services

PLANNED

- Operations Coordinator to meet with School Site leaders during school year to review site and create plan to address needs.

ACTUAL

- 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	• All school facilities are maintained and in good repair
Expenditures	BUDGETED \$53,640 (supplemental) 2200 staffing Shared costs for facilities associates \$70,000 (supplemental) 5500, 5600, 5610, 5825	ESTIMATED ACTUAL \$7,837 (supplemental) 2200 staffing Shared costs for facilities associates \$30,000 (supplemental) 5500, 5600, 5610, 5825

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them.
Describe the overall articulated effectiveness of the actions/services to achieve the 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.	<ul style="list-style-type: none"> • Facilities associates cost far less than planned to achieve goal. • The school spent the budgeted amount on the portion of 5500, 5600, 5610 and 5825 to support small group instruction, intervention and facilities expenses needed to provide support for subgroups.
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 created 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 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL A. 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>100%</p> <p>Implementation of the CCSS</p>	<p>100%</p> <p>Implementation of the CCSS</p>
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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.

	PLANNED	ACTUAL
<p>Actions/Services</p>	<ul style="list-style-type: none"> • Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. <p>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS</p>	<ul style="list-style-type: none"> • Teachers participated in Professional Development, trainings and workshops anchored in CA CCSS. <p>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS</p>

Expenditures	<p>BUDGETED</p> <p>\$90,000 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides \$40,000 7400 covers shared cost of materials \$5,000 and support from: Data Team \$15,000 School Information Services \$15,000 and Information Technology \$15,000 to produce Professional Development</p>	<p>ESTIMATED ACTUAL</p> <p>\$12,474 (supplemental) 1300, 1900 (SHARED COSTS- Superintendent of instruction \$38,978 - 1300,1900 (Shared Costs) Regional Superintendent \$10,098 - 2400 Superintendent Assistants \$ 15,192- 7400 covers shared cost of materials \$15, 192 - 7400 support from Data Team \$ 13,352- 7400 School Information Services \$56, 781 - 7400 Information Technology</p>
Actions/Services	<p>PLANNED</p> <p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS</p>	<p>ACTUAL</p> <p>Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS</p>
Expenditures	<p>BUDGETED</p> <p>\$3000 (supplemental) 5200</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,039 - 5200 (shared) conferences \$6,557 - 5200 Travel and Conferences (SUPP)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Planned Action 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.</p> <p>Planned Action 2: Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>As a result, Common Core standards were 100% implemented at the school site. In addition, backwards planning, rigor, and relevance improved across the school.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The school added support from the regional superintendent for professional development for leaders</p>

to achieve goal.

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

Professional development will continue to grow and improve in order to meet this goal, based on needs arising from achievement data in addition to the needs of the staff and leaders.
We will continue to seek ways to expand opportunities for outside professional development for our teachers.

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% Parent access to opportunities for participation, and input on decision-making
 - o Family Meetings, School Advisory Council, Coffee with the Principal
- School will provide a minimum of 6 Family Meetings
- School will invite 2 parents to attend all School Advisory Council Meetings.
- School will engage with outside organization to provide training and development for Parent Engagement.

ACTUAL

- 100% Parents had access to opportunities for participation, and input on decision-making through flyers, phone calls home, calendars, newsletters.
 - o Family Meetings, School Advisory Council, Coffee with the Principal
- Event Date**
- Back to School 9/13/16
 - Coffee with the Principal 9/22/16
 - Coffee with the Principal 10/20/16
 - Parent teacher Conference 10/25/16
 - Dia de los Muertos 11/1/16
 - Coffee with the Principal 11/18/16
 - Family Resource Fair 11/19/16
 - Coffee with the Principal 12/15/16
 - Coffee with the Principal 1/12/17
 - Senior Parent Meeting 1/19/17
 - Coffee with the Principal 1/26/17

	<ul style="list-style-type: none"> • Coffee with the Principal 2/16/17 • Parent teacher conference week 2/21- 2/23 • Coffee with the Principal 3/16/17 • Girls Build LA Fair 4/1/17 • Coffee with the Principal 4/19/17 • Senior Dinner 5/24/17 • Parent Fitness event 5/25/17 • Graduation 6/7/17 • Final Coffee with the Principal 6/8/17 • Gold Ribbon Celebration 6/9/17 <p>SAC MEETING Date</p> <ul style="list-style-type: none"> • October 10/25/16 • December 12/8/16 • December 12/15/16 • January 1/26/17 • March 3/9/17 • May 5/18/17
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ACTIONS / SERVICES

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

	<p>PLANNED</p> <p>School will provide a minimum of 6 Family Meetings</p>	<p>ACTUAL</p> <p>School provided a minimum of 6 Family Meetings</p> <ul style="list-style-type: none"> • Back to School 9/13/16 • Dia de los Muertos 11/1/16 • Family Resource Fair 11/19/16 • Parent teacher conference week 2/21-2/23 • Girls Build LA Fair 4/1/17 • Parent Fitness event 5/25/17
Actions/Services		
Expenditures	<p>BUDGETED</p> <p>\$8,000 (base) 5290 Meetings - Staff/Parents</p>	<p>ESTIMATED ACTUAL</p> <p>\$ 8,869 (base) 5290 Meetings - Staff/Parents</p>

Actions/Services	<p>PLANNED</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p>	<p>ACTUAL</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p> <table border="1"> <tr> <td>October</td> <td>10/25/16</td> </tr> <tr> <td>December</td> <td>12/8/16</td> </tr> <tr> <td>December</td> <td>12/15/16</td> </tr> <tr> <td>January</td> <td>1/26/17</td> </tr> <tr> <td>March</td> <td>3/9/17</td> </tr> <tr> <td>May</td> <td>5/18/17</td> </tr> </table>	October	10/25/16	December	12/8/16	December	12/15/16	January	1/26/17	March	3/9/17	May	5/18/17
	October	10/25/16												
December	12/8/16													
December	12/15/16													
January	1/26/17													
March	3/9/17													
May	5/18/17													
Expenditures	<p>BUDGETED</p> <p>\$8,000 (base) 5290 Meetings - Staff/Parents</p>	<p>ESTIMATED ACTUAL</p> <p>\$8,869 (base) 5290 Meetings - Staff/Parents</p>												
Actions/Services	<p>PLANNED</p> <p>School will engage with outside organization to provide training and development for Parent Engagement.</p>	<p>ACTUAL</p> <p>School will engaged with outside organization to provide training and development for Parent Engagement.</p>												
	Expenditures	<p>BUDGETED</p> <p>\$10,000 (supplemental) 5860 Instructional consultants</p>	<p>ESTIMATED ACTUAL</p> <p>\$ 8,967 (supplemental) 5860 Instructional consultants</p>											

ANALYSIS

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

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

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

In addition to fulfilling the plans for this goal, the school increased publicity for family meetings,

including personal phone calls to ensure increased attendance.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Meets or exceeds targets for growth

Data not yet available.

ACTIONS / SERVICES

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

Actions/Services

PLANNED

Implementation of Intervention programs (after school, Saturday school, summer school) and instructional technology in support of student learning.

ACTUAL

The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.
Saturday workshops/ Interventions Date
Senior College Workshop 10/8/16
Senior College Workshop 11/5/16

	<p>ACT Mock Exam 1/28/17 AP Classes support 1/28/17 Attendance make up- study hall 1/28/17 AP Classes support 2/4/17 Attendance make up- study hall 2/4/17 AP Class support 2/11/17 Math I support -remediation 2/11/17 AP Classes support 2/25/17 Attendance make up- study hall 2/25/17 AP Classes support 3/11/17 Attendance make up- study hall 3/11/17 AP Classes support 3/18/17 AP Classes support 4/22/17 Attendance make up- study hall 4/22/17 AP Classes support 4/29/17 Attendance make up- study hall 4/29/17 AP Classes support 5/6/17</p> <p>After School Intervention Monday Tuesday Wednesday Thursday Friday 3:40- 6:00 pm 2:00- 5:00 pm 3:40- 6:00 pm 3:40- 6:00 pm 3:40- 5:00 pm</p>
<p>BUDGETED</p> <p>\$8,000 (supplemental) 4410 Software (Think Through Math) \$8,000 (supplemental/ concentration)1100-3600 (Staffing for outside of class intervention) \$5000 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla</p>	<p>ESTIMATED ACTUAL</p> <p>\$2,779 (supplemental) 4410 Software (Think Through Math) \$ 10,970 (supplemental/ concentration)1100-3600 (Staffing for outside of class intervention) \$2,252 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla</p>

Expenditures

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.

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

We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Growth Target to be determined

Data not yet available.

ACTIONS / SERVICES

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

Actions/Services

PLANNED

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

- Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents
- Professional Development

ACTUAL

Implemented differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

100%

- Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents

- Coaching and Feedback
- Professional Development for English Learners and subgroups.

- Professional Development
- Coaching and Feedback
- Professional Development for English Learners and subgroups.

Expenditures

BUDGETED

\$5,000 1901 (SHARED COSTS- Staffing of coaches)
 \$2,000(supplemental) (Shared Costs) ELD Standards Program Professional Development 5200,5300 Dues and Memberships

ESTIMATED ACTUAL

\$29,490 - 1901 (SHARED COSTS- Staffing of coaches) \$3,960 - 5200,5300 (supplemental) (Shared Costs) ELD Standards Program Professional Development Dues and Memberships

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

In order to increase achievement, the school will participate in supporting additional summer curriculum development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent more on instructional coaches in order to provide additional Professional Development to review assessment data and inform instruction.

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.

PD Survey results have a high satisfaction rate.

Goal 8

Students are on track to be college and career ready.

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75% grade level Lexile scores

Lexile grade level growth from 13% to 20%.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Implementation of Achieve 3000 for students 	<p>ACTUAL</p> <ul style="list-style-type: none"> • The school utilized Achieve3000 to measure and improve reading and overall literacy.
Expenditures	<p>BUDGETED</p> <p>\$25,000 (supplemental) 4410 Software</p>	<p>ESTIMATED ACTUAL</p> <p>\$24,269 (supplemental) 4410 Software</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 Achieve3000 to measure and improve reading and overall literacy.

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

Students grew in their Lexile levels based on classroom instruction and engagement with Achieve3000.

LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

In order to continue to improve in this area, the school will adjust the usage of Achieve3000 and implement NWEA MAP as an additional source of data.

Goal 9

Students are on track to be college and career ready.

- 75% of students will achieve grade level Lexile proficiency by graduation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75% grade level Lexile scores

Data not available.

ACTIONS / SERVICES

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

Actions/Services

PLANNED

Provide Reading Plus/Lexia/iREADY for students

ACTUAL

School did not implement supplemental resource schoolwide. Data showed this resource did not meet the needs of the

		students.
Expenditures	BUDGETED \$3,000 (supplemental/ concentration) 4410 Software	ESTIMATED ACTUAL \$4,550 (supplemental/ concentration) 4410 Software

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 did not implement supplemental resource schoolwide. Data showed this resource did not meet the needs of the students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	N/A
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	New resource will be implemented for 17-18.

Goal 10	<ul style="list-style-type: none"> • EL students will be reclassified as Fluent English Proficient annually. • Sub goal: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Higher than the District average	<p>67% of students met their performance level goal.</p> <p>13% of students reclassified</p>
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ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>ELD Standards Professional Development and Materials</p>	<p>ACTUAL</p> <p>ELD Coordinator provided organizational and school specific Professional Development. EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.</p>
Expenditures	<p>BUDGETED</p> <p>\$5,000 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)</p>	<p>ESTIMATED ACTUAL</p> <p>\$7,277 (supplemental/ concentration) 1300-1900 (SHARED COSTS- Staffing of ELD coach)</p>

ANALYSIS

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

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

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

Goal 11	Greater than equal to 60% of students will score greater than or equal to a 3 as defined
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by the AP Exam.
 OR
 ≥ 70% will receive a B or higher in college courses

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify Student Achievement Pupil achievement as measured by: F. AP Exam Passage Rate

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

≥ 60% of students will score ≥ 3 on AP exam

 ≥ 70% will receive a B or higher

% scored ≥ 3 on AP exam

 % will receive a B or higher
 School is awaiting results.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation</p>	<p>ACTUAL</p> <p>Teachers attended Professional Development on AP Exams/College Course Preparation</p>
Expenditures	<p>BUDGETED</p> <p>\$5,000 (supplemental/ concentration) 1300 -1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction</p>	<p>ESTIMATED ACTUAL</p> <p>\$12,639 (supplemental/ concentration) 1300 -1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction</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.

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

Teachers received outside professional development on AP Course and Exam implementation.

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

Effectiveness will be analyzed once the results of the expected outcome are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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 will be able to consider changes once the results have been received and analyzed.

Goal 12

Students will demonstrate college preparedness through ACT.

- 30% of students will score greater or equal to 22

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

ANNUAL MEASURABLE OUTCOMES

EXPECTED

15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)

ACTUAL

Awaiting results:

% of students scored ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)

ACTIONS / SERVICES

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

Actions/Services	PLANNED	ACTUAL

	PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.	PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.
Expenditures	BUDGETED \$31,750 (supplemental) 4410 Software (REV PREP)	ESTIMATED ACTUAL \$ 8,445 (supplemental) 4410 Software (REV PREP)
Actions/Services	PLANNED PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)	ACTUAL PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)
Expenditures	BUDGETED \$9,000 (supplemental) 4410 Software (Smart City)	ESTIMATED ACTUAL \$ 1,694 (supplemental) 4410 Software (Smart City)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers received planning documents and individualized support with PUC Competitive Edge. Teachers collaborated on implementation.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Revolution Prep continues to be an added resource for supporting students in preparation for their exams. Teachers reported that outside development of lessons and units for the PUC Competitive Edge Class has helped them execute the class in a way that provides proactive intervention.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to see continued growth in exam scores, the school will continue to provide professional development through internal instructional teacher leaders and technology.

Goal 13

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL ~~tudent Engagement Pupil engagement as measured by: A. School attendance rates~~

ANNUAL MEASURABLE OUTCOMES

EXPECTED

>96%

ACTUAL

96.28% English Learners

94.83% Hispanic/Latino

94.72% School wide

95.04% Socioeconomic Disadvantaged

91.89% Special Education

School was within 0.% to 4.11% point of reaching goal for different sub-groups

Lowest ADA was for Students with IEPS. Highest was EL.

ACTIONS / SERVICES

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

	<p>PLANNED</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>ACTUAL</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$70,000 (supplemental) Supporting pay of Classified</p>	<p>ESTIMATED ACTUAL</p> <p>\$125,000 (supplemental) Supporting pay of Classified</p>

	Staff 2100 2400	Staff 2100 2400
Actions/Services	PLANNED School engaged in family meetings and incentive programs to increase attendance rates. Support for clubs, leadership class supplies	ACTUAL School engaged in family meetings and incentive programs to increase attendance rates. Support for clubs, leadership class supplies
	BUDGETED \$2000 (supplemental/ concentration) 4350	ESTIMATED ACTUAL \$9,107 (supplemental/ concentration) 4350

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Letters sent home were designed to share the current data of the student and offer suggestions for intervention. Incentives included Free Dress and opportunities for entry into celebrations. Family Support Team meetings were offered in order to provide goal setting and strategies for success.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	School assigned staff to keep continuous track of attendance. Additional duties were created including phone calls, letters home, home visits.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass goal.

Goal 14	School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

90% of students < 3 unexcused absences.	41.53% of students < 3 unexcused absences School did not meet goal.
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ACTIONS / SERVICES

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

Actions/Services	PLANNED SEE GOAL 13	ACTUAL SEE GOAL 13
Expenditures	BUDGETED Expense from goal 13	ESTIMATED ACTUAL Expense from goal 13

ANALYSIS

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 15

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL Student Engagement Pupil engagement as measured by: D. High school dropout rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School will achieve less than or equal to a 5% drop out rate

ACTUAL

Data not yet available

ACTIONS / SERVICES

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

Actions/Services

PLANNED

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

ACTUAL

The school, student and families work diligently to provide an engaging and supportive environment in order for students to matriculate.
 Social Emotional Counseling Services
 Social Emotional Interventions:

- Family Support Meetings
- Incentives
- Student and Family Engagement

Expenditures

BUDGETED

\$35,000 (supplemental/ concentration) Shared Costs
1300/1900 (clinical counseling staffing) 4300 (\$1000

ESTIMATED ACTUAL

\$32,294 (supplemental/ concentration) Shared Costs
1300/1900 (clinical counseling staffing)

ANALYSIS

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

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 16

School will graduate 90+% of persisting seniors

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL Student Engagement Pupil engagement as measured by: E. High school graduation rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

School will achieve a ≥ 90% cohort graduation rate

Data not yet available.

ACTIONS / SERVICES

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

Actions/Services	PLANNED SEE GOAL 15	ACTUAL SEE GOAL 15
Expenditures	BUDGETED Expense from goal 15	ESTIMATED ACTUAL Expense from goal 15

ANALYSIS

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

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

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

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

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

Awaiting results in order to analyze implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 17

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 3%

ACTUAL

English Learners 2.44%
 Hispanic/ Latino 0.99%
 School wide 0.93%
 Socioeconomic Disadvantaged 0.88%
 Special Education 3.51%
 .93% School-wide Suspensions
 School is meeting its goal.
 Did not meet goal with Students with IEPs.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>	<p>ACTUAL</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>
Expenditures	<p>BUDGETED</p> <p>\$15,000 (supplemental) (shared costs) Staffing Discipline Unit 2200/2400 \$6,000 (supplemental/ concentration) (materials) 4300 \$8,000 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>	<p>ESTIMATED ACTUAL</p> <p>\$14,770 (supplemental) (shared costs) Staffing Discipline Unit 2200/2400 \$9,332 (supplemental/ concentration) (materials) 4350 \$7,185 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>

ANALYSIS

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

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

Goal 18

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 1%

ACTUAL

0% English Learners

0% Hispanic/Latino

0% School wide

0% Socioeconomic Disadvantaged

0% Special Education

School is meeting its goal.

ACTIONS / SERVICES

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

Actions/Services

PLANNED

SEE GOAL 17

ACTUAL

SEE GOAL 17

Expenditures

BUDGETED

Expense from goal 17

ESTIMATED ACTUAL

Expense from goal 17

ANALYSIS

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

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

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

School is meeting its goal.

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

Goal 19

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School Climate As measured by: C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ELPAC/English Learners

In addition, leaders developed events around:

Student Led Conferences

Math/Literacy Night

Goal Setting

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the events.

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

Goal 20

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% access

100% access

ACTIONS / SERVICES

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

Actions/Services

PLANNED

ACTUAL

	<ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access. 	<ul style="list-style-type: none"> • School created a Student Master Schedule • School provided appropriate Course offerings • Appropriate Inclusion support for students with IEPs who are also EL and LI to ensure course access. <p>100% of students have course access. As a small school, each student has a schedule that ensures all courses are offered and taken. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p>
Expenditures	<p>BUDGETED</p> <p>See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>	<p>ESTIMATED ACTUAL</p> <p>See GOAL 1 \$25,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Superintendent and College Counselor supports creation of Master Schedule to ensure 100% of students have course access. School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	School is meeting its goal and believes actions are appropriate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school spent more than the budgeted amount on director of SPED and coaches in order to include counseling to support all students (including subgroups)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	School will continue with actions in order to meet the goal.

Goal 21

All Students will have access to ELA and Math Intervention

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify Pupil Outcomes Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)-(j), inclusive, of 51220, as applicable B. ELA Intervention C. Math Intervention

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% of identified students in need.

100% of identified students in need.

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.

	PLANNED	ACTUAL
Actions/Services	<ul style="list-style-type: none"> • 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) • Technology for Students 	<ul style="list-style-type: none"> • Students accessed student intervention and support early in the academic year and accessed intervention and support services to ensure successful achievement (ELA and MATH) • School provided Technology for Students <p>100% of students have access to intervention.</p> <p>Saturday workshops/ Interventions Date Senior College Workshop 10/8/16 Senior College Workshop 11/5/16 ACT Mock Exam 1/28/17 AP Classes support 1/28/17 Attendance make up- study hall 1/28/17 AP Classes support 2/4/17 Attendance make up- study hall 2/4/17 AP Class support 2/11/17 Math I support -remediation 2/11/17</p>

	<p>AP Classes support 2/25/17 Attendance make up- study hall 2/25/17 AP Classes support 3/11/17 Attendance make up- study hall 3/11/17 AP Classes support 3/18/17 AP Classes support 4/22/17 Attendance make up- study hall 4/22/17 AP Classes support 4/29/17 Attendance make up- study hall 4/29/17 AP Classes support 5/6/17</p> <p>After School Intervention Monday Tuesday Wednesday Thursday Friday 3:40- 6:00 pm 2:00- 5:00 pm 3:40- 6:00 pm 3:40- 6:00 pm 3:40- 5:00 pm</p>
Expenditures	
BUDGETED	ESTIMATED ACTUAL
SEE GOAL 6 and 7 \$25,000 4400 Hardware	SEE GOAL 6 and 7

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



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The 2017-18 LCAP was developed by gathering input from key stakeholders comprised of Founders, Board Members, administrators, teachers, parents, and students. The local strategic plan focused around the eight State Priorities and anchored in the PUC Commitments:

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

Commitment 2: After four years with us students are proficient

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

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

Details of Meeting Dates and Stakeholder group:

PUC Early College Academy for Leaders and Scholars Advisory Council Meetings that included LCAP: 9/2016- 4/2017

June 13, 2017 School Advisory Committee

All Stakeholders Invited

Gathered feedback during 2016-17 LCAP Presentations in the School Year

Public Hearing: 6/21/17

Board Meeting: 6/21/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders were in alignment with the LCAP. They agreed that attendance were very important and funds should be focused on that. Although it doesn't affect budgetary expenses for the LCAP, stakeholders would like to see Student Council.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 1	100% of all teachers are fully credentialed.		

State and/or Local Priorities Addressed by this goal:

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

LOCAL Local: Specify Basic Services 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	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

Locations: All Schools Specific Schools: Specific Grade Spans:

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<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 school administrators to support EL Teachers</p>	<p>Supervision and staffing of instructional program</p> <p>Efficient Recruitment and Hiring Process</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on school administrators to support EL Teachers</p>	<p>Supervision and staffing of instructional program</p> <p>Efficient Recruitment and Hiring Process</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on school administrators to support EL Teachers</p>

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$170,000	Amount	\$170,000	Amount	\$170,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1101 - ELA Administrator	Budget Reference	Certificated Salaries; 1101 - ELA Administrator	Budget Reference	Certificated Salaries; 1101 - ELA Administrator
Amount	\$95,000	Amount	\$95,000	Amount	\$95,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - Covers shared cost for Director of Talent Management	Budget Reference	Other; 7400 - Covers shared cost for Director of Talent Management	Budget Reference	Other; 7400 - Covers shared cost for Director of Talent Management

New
 Modified
 Unchanged

Goal 2 Students, including all significant student subgroups (Hispanic or Latino, Socio economically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL - Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119) Pupil Outcomes

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	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$120,000"/>	Amount <input type="text" value="\$120,000"/>	Amount <input type="text" value="\$120,000"/>

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

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL - Basic Services C. Facilities School facilities are maintained in good repair (F.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	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$54,712 Source LCFF	Amount \$55,806 Source LCFF	Amount \$56,922 Source LCFF

Budget Reference	Classified Salaries; 2200 - Staffing	Budget Reference	Classified Salaries; 2200 - Staffing	Budget Reference	Classified Salaries; 2200 - Staffing
Amount	\$70,000	Amount	\$70,000	Amount	\$70,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - shared costs for facilities associates	Budget Reference	Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - shared costs for facilities associates	Budget Reference	Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - shared costs for facilities associates

New
 Modified
 Unchanged

Goal 4

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

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Implementation of Common Core State Standards (CCSA) A. Implementation 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,	100%	100%	100%	100%

instructional scope and sequence, lesson plan documents, professional development scope and sequences, agendas, sign-ins and surveys				
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PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.	Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.	Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.

Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$43,100	Amount	\$43,100	Amount	\$43,100
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1300, 1900 - Shared costs staffing of coaches, superintendent of instruction and their aides	Budget Reference	Certificated Salaries; 1300, 1900 - Shared costs staffing of coaches, superintendent of instruction and their aides	Budget Reference	Certificated Salaries; 1300, 1900 - Shared costs staffing of coaches, superintendent of instruction and their aides
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - Shared costs of materials	Budget Reference	Other; 7400 - Shared costs of materials	Budget Reference	Other; 7400 - Shared costs of materials
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - Data Team/School Information Services	Budget Reference	Other; 7400 - Shared costs of materials	Budget Reference	Other; 7400 - Shared costs of materials
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 - Informational Technology	Budget Reference	Other; 7400 - Informational Technology	Budget Reference	Other; 7400 - Informational Technology
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference

Other; 7400 - Professional Development Training

Budget Reference

Other; 7400 - Professional Development Training

Budget Reference

Other; 7400 - Professional Development Training

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Selected teachers will participate in outside Professional Development, training, and workshops anchored in CA CCSS	Selected teachers will participate in outside Professional Development, training, and workshops anchored in CA ccss	Selected teachers will participate in outside Professional Development, training, and workshops anchored in CA ccss

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

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

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 - Professional Development Training	Budget Reference	Services and Other Operating Expenses; 5200 - Professional Development Training	Budget Reference	Services and Other Operating Expenses; 5200 - Professional Development Training

New
 Modified
 Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify: 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	6 family nights Minimum 2 parents on SAC	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops	6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000	Amount: \$8,000	Amount: \$8,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

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

Budget Reference

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

Budget Reference

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

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Amount: \$8,000	Amount: \$8,000	Amount: \$8,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

Services and Other Operating Expenses; 5290 - Meetings: Parents/staff

Budget Reference

Services and Other Operating Expenses; 5290 - Meetings: Parents/staff

Budget Reference

Services and Other Operating Expenses; 5290 - Meetings: Parents/staff

Action 3

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Amount \$10,000	Amount \$10,000	Amount \$10,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5860 - Instructional consultants	Budget Reference	Services and Other Operating Expenses; 5860 - Instructional consultants	Budget Reference	Services and Other Operating Expenses; 5860 - Instructional consultants

New
 Modified
 Unchanged

Goal 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

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implementation of Intervention programs (after school, Saturday school, summer school)	Implementation of Intervention programs (after school, Saturday school, summer school)	Implementation of Intervention programs (after school, Saturday school, summer school)

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4410 - TTM Software	Budget Reference	Books and Supplies; 4410 - TTM Software	Budget Reference	Books and Supplies; 4410 - TTM Software
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;	Budget Reference	Certificated Salaries;

	1100-3600 - Staffing for outside of class intervention		1100-3600 - Staffing for outside of class intervention		1100-3600 - Staffing for outside of class intervention
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4410 - Data Tracking tools - illuminate Schoolzilla	Budget Reference	Books and Supplies; 4410 - Data Tracking tools - illuminate Schoolzilla	Budget Reference	Books and Supplies; 4410 - Data Tracking tools - illuminate Schoolzilla

New
 Modified
 Unchanged

Goal 7

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

17-18 Update:

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

School will meet the annual API Growth Target, or equivalent as mandated by

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CDE API Report	(2012-2-13) Schoolwide MET <ul style="list-style-type: none"> • Latino (met) • EL (met) • SPED (N/A) • Socioeconomically Disadvantages (met) 	Growth target to be determined	Growth target to be determined	Growth target to be determined

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups. IMPLEMENTATION OF HYBRID TEACHER/COACH FOR LITERACY	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups. IMPLEMENTATION OF HYBRID TEACHER/COACH FOR LITERACY	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups. IMPLEMENTATION OF HYBRID TEACHER/COACH FOR LITERACY

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1901 - Shared costs staffing of coaches	Budget Reference	Certificated Salaries; 1901 - Shared costs staffing of coaches	Budget Reference	Certificated Salaries; 1901 - Shared costs staffing of coaches
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 - ELD standards program professional development	Budget Reference	Services and Other Operating Expenses; 5200 - ELD standards program professional development	Budget Reference	Services and Other Operating Expenses; 5200 - ELD standards program professional development

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

Goal 8

Students are on track to be college and career ready.

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

grade-level level set Lexile).

State and/or Local Priorities Addressed by this goal:

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

LOCAL 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; EAP Results	NA 16% ELA 37% Math	75%	75%	75%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide Achieve 3000 instruction for all students

Provide Achieve 3000 instruction for all students

Provide Achieve 3000 instruction for all students

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$25,000

Amount \$25,000

Amount \$25,000

Source LCFF

Source LCFF

Source LCFF

Budget Reference ;
4410 - Software

Budget Reference Books and Supplies;
4410 - Software

Budget Reference Books and Supplies;
4410 - Software

New Modified Unchanged

Goal 9

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

Update 17-18

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

English Learner Progress (K-12)

State and/or Local Priorities Addressed by this goal:

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

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		75% of all EL students will advance at least one performance level per academic year	75% of all EL students will advance at least one performance level per academic year	75% of all EL students will advance at least one performance level per academic year

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide NEWSELA for all students

Provide NEWSELA for all students

Provide NEWSELA for all students

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$4,500

Amount

\$4,500

Amount

\$4,500

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Books and Supplies;
4410 - NEWSELA

Budget Reference

Books and Supplies;
4410 - NEWSELA

Budget Reference

Books and Supplies;
4410 - NEWSELA

New Modified Unchanged

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

Update 17-18

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

English Learner Progress

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [State Priority #4 Student Achievement Pupil achievement as measured by: E-EL Reclassification Rates](#)

Identified Need:

EL students will be reclassified as Fluent English Proficient annually.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT results and Reclassification Matrix	26.13% No ILP Data	Higher than district average	Higher than district average	Higher than district average

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ELD Standards Professional Development and Materials	ELD Standards Professional Development and Materials	ELD Standards Professional Development and Materials

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared costs staffing of ELD coach	Budget Reference	Certificated Salaries; 1300/1900 - Shared costs staffing of ELD coach	Budget Reference	Certificated Salaries; 1300/1900 - Shared costs staffing of ELD coach

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
--

Goal 11

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

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

College/Career:

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

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL E AP Exam Passage Rate

Identified Need:

Successful College Preparedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation	Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation	Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900 - (SHARED COSTS- Staffing of coaches, superintendent of instruction)	Amount: \$5,000 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900 - (SHARED COSTS- Staffing of coaches, superintendent of instruction)	Amount: \$5,000 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900 - (SHARED COSTS- Staffing of coaches, superintendent of instruction)

New Modified Unchanged

Goal 12

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

College Preparedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACT Results	18% scored at ≥ 22 (2012-2013)	15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)	15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)	15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.	PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.	PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$31,750	Amount: \$31,750	Amount: \$31,750
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; 4410 - Software (REV PREP)	Budget Reference: Books and Supplies; 4410 - Software (REV PREP)	Budget Reference: Books and Supplies; 4410 - Software (REV PREP)

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)	PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)	PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$9,000	Amount	\$9,000	Amount	\$9,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4410 - Software (Smart City)	Budget Reference	Books and Supplies; 4410 - Software (Smart City)	Budget Reference	Books and Supplies; 4410 - Software (Smart City)

New Modified Unchanged

Goal 13

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.

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

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	93.41%	>= 96%	>= 96%	>= 96%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18

Amount	\$70,000
Source	LCFF
Budget Reference	Classified Salaries; 2100/2400 - Supporting pay of Classified Staff

2018-19

Amount	\$70,000
Source	LCFF
Budget Reference	Classified Salaries; 2100/2400 - Supporting pay of Classified Staff

2019-20

Amount	\$70,000
Source	LCFF
Budget Reference	Classified Salaries; 2100/2400 - Supporting pay of Classified Staff

Action 2

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Incentives Program	Attendance Incentives Program	Attendance Incentives Program
Support for clubs, leadership class supplies	Support for clubs, leadership class supplies	Support for clubs, leadership class supplies

BUDGET EXPENDITURES

2017-18

Amount	\$4,000
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

2018-19

Amount	\$4,000
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

2019-20

Amount	\$4,000
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

New
 Modified
 Unchanged

Goal 14

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.

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	93.41%	92% of students < 3 unexcused absences.	94% of students < 3 unexcused absences.	94% of students < 3 unexcused absences.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; 2100/2400 - Supporting pay of	Budget Reference: Classified Salaries; 2100/2400 - Supporting pay of	Budget Reference: Classified Salaries; 2100/2400 - Supporting pay of

Action **2**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): EL, Foster youth, Low Income

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

SEE GOAL 13

SEE GOAL 13

SEE GOAL 13

BUDGET EXPENDITURES

2017-18

Amount	\$0
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

2018-19

Amount	\$0
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

2019-20

Amount	\$0
Source	LCFF
Budget Reference	Books and Supplies; 4350 - support for clubs, leadership class supplies

New
 Modified
 Unchanged

Goal 15

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Student Engagement Pupil engagement as measured by: D. High school dropout rates

Identified Need:

School will achieve less than or equal to a 5% drop out rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	≤ 1% (2012-13) <ul style="list-style-type: none"> • Latino – .17% • Asian - 0% • Filipino -0% • African American -0% 	School will achieve a ≤ 5% Dropout Rate	School will achieve a ≤ 5% Dropout Rate	School will achieve a ≤ 5% Dropout Rate

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$35,000"/>	Amount <input type="text" value="\$35,000"/>	Amount <input type="text" value="\$35,000"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1300/1900 - Shared costs clinical counseling staff	Budget Reference	Certificated Salaries; 1300/1900 - Shared costs clinical counseling staff	Budget Reference	Certificated Salaries; 1300/1900 - Shared costs clinical counseling staff
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4300 Instructional Materials	Budget Reference	Books and Supplies; 4300 Instructional Materials	Budget Reference	Books and Supplies; 4300 Instructional Materials

New
 Modified
 Unchanged

Goal 16

School will graduate 90+% of persisting seniors

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Student Engagement Pupil engagement as measured by: E. High school graduation rates

Identified Need:

School will achieve a greater than or equal to 90% cohort graduation rate established by the CDE

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	73.68% (2012-13) <ul style="list-style-type: none"> Latino (71.88%) EL (47.06%) Special Education (60%) 	School will achieve a >90% cohort graduation rate	School will achieve a >90% cohort graduation rate	School will achieve a >90% cohort graduation rate

- Socio
 -
- Disadvantaged (70.59%)

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
SEE GOAL 15	SEE GOAL 15	SEE GOAL 15

BUDGET EXPENDITURES

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

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; SEE GOAL 15	Budget Reference	; SEE GOAL 15	Budget Reference	; SEE GOAL 15

New
 Modified
 Unchanged

Goal 17

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

Update 17-18

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

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	(2012-13) 5.5% <ul style="list-style-type: none"> Latino (5%) EL (0%) Special Education (1.9%) Socioeconomically Disadvantaged (3.2%)	≤ 3%	≤ 3%	≤ 3%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$16,000	Amount	\$16,000	Amount	\$16,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit	Budget Reference	Classified Salaries; 2200/2400 - (shared costs) Staffing Discipline Unit
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4300 - Materials	Budget Reference	Books and Supplies; 4300 - Materials	Budget Reference	Books and Supplies; 4300 - Materials
Amount	\$9,000	Amount	\$9,000	Amount	\$9,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5860 - Instructional Consultants	Budget Reference	Services and Other Operating Expenses; 5860 - Instructional Consultants	Budget Reference	Services and Other Operating Expenses; 5860 - Instructional Consultants

New
 Modified
 Unchanged

Goal 18

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	2012-13) .9%	≤ 1%	≤ 1%	≤ 1%

- Latino (0.9%)
- EL (0%)
- Special Education (0%)
- Socio economically Disadvantaged (0.6%)

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
See Goal 17	See Goal 17	See Goal 17

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; See Goal 17	Budget Reference	; See Goal 17	Budget Reference	; See Goal 17

New
 Modified
 Unchanged

Goal 19

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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 Survey	NO DATA	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

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

BUDGET EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders

2018-19

Amount	\$5,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders

2019-20

Amount	\$5,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders

New
 Modified
 Unchanged

Goal 20

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	100% access	100% access	100% access	100% access

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

New Modified Unchanged

Goal 21

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	100% access	100% access	100% access	100% access

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)	Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)	Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)

BUDGET EXPENDITURES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$902,851

Percentage to Increase or Improve Services:

27.35%

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 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 action 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.

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