

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 Excel Charter Academy

Contact Name and Title

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Regional Manager

Email and Phone

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2017-20 Plan Summary

THE STORY

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

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

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

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

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

LCAP HIGHLIGHTS

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

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

GREATEST NEEDS

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

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

PERFORMANCE GAPS

Based on the analysis of the state indicators, there are no performance gaps for the school.

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

\$4,143,104

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$782,787

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

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

\$3,155,191

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.
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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 Local : Specify Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>100% of all teachers are fully credentialed and appropriately placed.</p> <p>Supervision and staffing of instructional program.</p>	<p>100% Properly Assigned.</p> <p>89% Fully Credentialed (although there were PIP and STIP) Human Resource department ensured proper hiring and placement of credentialed teachers. Supervision and staffing of instructional program.</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>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</p>	<p>ACTUAL</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</p>
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Resources team will annually review credential status as required by law and the charter.

Resources team will annually review credential status as required by law and the charter.

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)

BUDGETED

\$150,000 (supplemental/concentration) 1101 ELA Teacher Staffing \$85,000 (supplemental/ Concentration) 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

ESTIMATED ACTUAL

\$1,013,374 (base) 1101 Teacher Staffing (not ELA) \$135,240 (supplemental/ concentration)1101 ELA Teacher Staffing \$21,370 (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

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.

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.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

100% 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	PLANNED	ACTUAL
	<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 	<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	BUDGETED	ESTIMATED ACTUAL
	\$113,387 (supplemental/ concentration) \$15,000 (supplemental) 4100 4200 4300 4350 4370	\$82,699- 4200,4300, 4350, 4370 (supplemental/ concentration) \$ 0 - 4100 (supplemental)

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%

96%/94%/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

ACTUAL

- Operations Coordinator met with School Site leaders during school year to review site and create plan to

	plan to address needs. • All school facilities are maintained and in good repair	address needs. • All school facilities are maintained and in good repair
Expenditures	BUDGETED \$53,640 (supplemental) 2200 staffing Shared costs for facilities associate \$30,000 (Supplemental/concentration) 5500, 5600, 5610, 5825	ESTIMATED ACTUAL \$12, 347 (supplemental) 2200 staffing Shared costs for facilities associate \$30,000 (Supplemental/concentration) 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	<ul style="list-style-type: none"> •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
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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 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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
100%.	100%.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Math and ELA will implement CCSS for all grades. • Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS. • Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS. ARTs to achieve VAPA Standards in support of CCSS. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Math and ELA implemented CCSS for all grades. • Teachers participated in Professional Development, trainings and workshops in CA CCSS • Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS
	<p>BUDGETED</p> <p>\$91,000 (supplemental) \$41,000 - 1300/1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides \$5,000 - 7400 covers shared cost of materials and support from Data Team \$15,000 - 7400 covers shared cost of materials and support from School Information Services \$15,000 - 7400 covers shared cost of materials and support from Information Technology \$15,000 - to produce Professional Development training</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,608 - 1300/1900 (SHARED COSTS- superintendent of instruction \$29, 507 - 1300, 1900 (shared Costs) - Regional Superintendent \$7,778 - - 2400 Superintendent Assistants \$11,701 - 7400 covers shared cost of materials and support from Data Team \$10,284 - 7400 covers shared cost of materials and support from School Information Services \$43,733 - 7400 covers shared cost of materials and support from Information Technology \$ 890 - 7400 instructional materials</p>
Expenditures		

Actions/Services

PLANNED
Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS

ACTUAL
Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS.

Examples include:

- California Charter Schools Association annual conference,
- UCLA Critical Literacy,
- CSU ERWC training.

Expenditures

BUDGETED
\$3,000 - 5200 (supplemental)

ESTIMATED ACTUAL
\$ 4,407 - 5200 Travel and conferences (shared) \$4,590 - 5200 (Supplemental)

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.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL 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
- **Coffee with the Principal**
 - September 8
 - October 13
 - November 10
 - December 8
 - January 11
 - February 8
 - March 8
 - April 5
 - May 10
 - June 7
- **SAC**
 - Sept 8

	<ul style="list-style-type: none"> • October 12 • Nov 9 • Dec 16 • January 11 • February 8 • March 8 • April 5 • May 10 <p>Parent Meeting Dates</p> <ul style="list-style-type: none"> • September 15 • October 19 • November 3 • November 18 • December 8 • December 9 • February 15 • March 29 • March 30 • April 27
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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 will provide a minimum of 6 Family Meetings</p> <p>Parent Meeting Dates</p> <ul style="list-style-type: none"> • September 15 • October 19 • November 3 • November 18 • December 8 • December 9 • February 15 • March 29 • March 30 • April 27
Actions/Services		
Expenditures	BUDGETED	ESTIMATED ACTUAL

	\$8,000 (supplemental) 5290 Meetings - Staff/Parents	\$6,692 (supplemental) 5290 Meetings - Staff/Parents
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> <p>SAC Meeting Dates</p> <ul style="list-style-type: none"> • Sept 8 • October 12 • Nov 9 • Dec 16 • January 11 • February 8 • March 8 • April 5 • May 10
Expenditures	<p>BUDGETED</p> <p>\$8,000 (supplemental) 5290 Meetings - Staff/Parents</p>	<p>ESTIMATED ACTUAL</p> <p>\$6,692 (supplemental) 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 engaged with outside organization to provide training and development for Parent Engagement.</p>
Expenditures	<p>BUDGETED</p> <p>\$10,000 (supplemental/ concentration) 5860 Instructional Consultants</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,775 (supplemental/ concentration) 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 : Specify 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.

After School Intervention

- Monday, Tuesday, Thursday, Friday 3:30 – 4:30
- Wednesday 2:00 – 3:30

	<p>Saturday School</p> <ul style="list-style-type: none"> • February 18 • February 25 • March 4 • March 11 • March 18 • March 25 • April 1 • April 22 • April 29 • May 6 • May 13 • May 20 • May 27 • June 3 • June 10 • June 17
<p>Expenditures</p> <p>BUDGETED</p> <p>\$16,500 (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) \$126,000 2900 (ASES Grant)</p>	<p>ESTIMATED ACTUAL</p> <p>\$6,352 (supplemental) 4410 Software(Think Through Math) \$ 16,071 (supplemental/ concentration) 1100-3600(Staffing for outside of class intervention) \$1,670 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla) \$126,000 2900 (ASES Grant)</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Student growth and achievement data was analyzed in order to place students in intervention programs as needed. Students received intervention based on their individual needs.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>

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

In 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.

	PLANNED	ACTUAL
Actions/Services	<ul style="list-style-type: none"> 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) Coaching and Feedback 	<ul style="list-style-type: none"> Implemented 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) Provided Coaching and Feedback
Expenditures	<p>BUDGETED</p> <p>\$5,000 - 1901 (Supplemental) (SHARED COSTS- Staffing of coaches) \$2,000 - 5200 (supplemental) ELD</p>	<p>ESTIMATED ACTUAL</p> <p>\$39,486 - 1901 (Supplemental) (SHARED COSTS- Staffing of coaches) \$3,093 - 5200 (supplemental) ELD</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.	<p>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.</p>
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	<p>PD Survey results have a high satisfaction rate.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The school spent more on instructional coaches in order to provide additional Professional Development to review assessment data and inform instruction.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>In order to increase achievement, the school will participate in supporting additional summer curriculum development.</p>

<h2 style="color: purple;">Goal 8</h2>	<p>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).</p>
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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 Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75%

Growth from 22% to 44%.

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 Achieve 3000 instruction for all students.	ACTUAL Provided Achieve 3000 instruction for all students.
Expenditures	BUDGETED \$20,000 (supplemental) 4410 Software	ESTIMATED ACTUAL \$18, 644 (supplemental) 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.	Lexile grade level growth from 22% to 44%. 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 LEA.	Students grew in their Lexile levels based on classroom instruction and engagement with Achieve3000.
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.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75%	No data.
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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 Provide Reading Plus/Lexia/iREADY for all students	ACTUAL Data showed this resource did not meet the needs of the students and was not fully implemented.
	BUDGETED \$3,000 (supplemental/ concentration) 4410 Software	ESTIMATED ACTUAL \$ 2,700 (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.	Data showed that this program did not meet the needs of our students; therefore, it was not fully implemented.
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

EL students will be reclassified as Fluent English Proficient annually. SUB GOAL: EL students will advance at least one performance level per the CELDT/ELPAC each academic year

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Higher than District Average

69%

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 ELD Standards Professional Development and Materials	ACTUAL 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.
	BUDGETED \$5,000 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)	ESTIMATED ACTUAL \$5,683 1300, 1900 (supplemental/ concentration) (SHARED COSTS- Staffing of ELD coach)

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.

69% of students moved up one performance level on CELDT.
 28% Reclassification Rate
 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

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

>/= 96%

ACTUAL

English Learners 95.52%

Hispanic/Latino 95.30%

School wide 95.28%

Socioeconomic Disadvantaged 95.28%

Special ED 93.8%

School was within .5% to 2.5% point of reaching goal for different sub-groups

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

	School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).	School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).
Expenditures	<p>BUDGETED</p> <p>\$50,000 (supplemental) Support pay of Classified Staff 2100 2400</p>	<p>ESTIMATED ACTUAL</p> <p>\$125,000 (supplemental) Support pay of Classified Staff 2100 2400</p>
Actions/Services	<p>PLANNED</p> <p>Attendance Incentives Program</p>	<p>ACTUAL</p> <p>School engaged in family meetings and incentive programs to increase attendance rates.</p>
Expenditures	<p>BUDGETED</p> <p>\$2000 (supplemental/ concentration) 4350</p>	<p>ESTIMATED ACTUAL</p> <p>\$5,444 (supplemental/ concentration) 4350</p>

ANALYSIS

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

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

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

Letters sent home were designed to share the current data of the student and offer suggestions for intervention.
Incentives included Free Dress and opportunities for entry into celebrations.
Family Support Team meetings were offered in order to provide goal setting and strategies for success.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 12

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

90% of students < 3 unexcused absences.

65.76%of students < 3 unexcused absences.
School did not meet 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

School Personnel will focus on providing data for families when attendance became an area of concern (data, letters and phone calls).

ACTUAL

School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).

Expenditures

BUDGETED

SEE GOAL 11

ESTIMATED ACTUAL

SEE GOAL 11

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.

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.

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

Goal 13

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Student Engagement Pupil engagement as measured by: C. Middle school dropout rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.

ACTUAL

91%
School is meeting the goal.
The school, student and families work diligently to provide an engaging and supportive environment in order for students to matriculate.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>School will provide Social Emotional Counseling Services.</p> <p>School will provide Social Emotional Interventions:</p> <ul style="list-style-type: none"> • Family Support Meetings • Incentives • Student and Family Engagement 	<p>ACTUAL</p> <p>School provided Social Emotional Counseling Services.</p> <p>School provided Social Emotional Interventions:</p> <ul style="list-style-type: none"> • Family Support Meetings • Incentives • Student and Family Engagement
	<p>BUDGETED</p> <p>\$35,000 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing) 4300 (\$1000)</p>	<p>ESTIMATED ACTUAL</p> <p>\$26,038 - 1300/1900 (supplemental/ concentration) Shared Costs (clinical counseling staffing)</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.	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.	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.

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

Goal 14

School will reduce its suspensions to less than or equal to 2% of students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 4%

ACTUAL

English Learners 0%

Hispanic/Latino 0%

School wide 0%

Socioeconomic Disadvantaged 0%

Special Education 0%

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 Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention	ACTUAL Trained Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention 0% Suspensions School is meeting its goal.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

\$15,000 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$6,000 (supplemental/ concentration) (materials) 4300 \$8,000 (supplemental/ concentration) (program) 5860 Instructional Consultants

\$11, 536 2200/2400 (supplemental/ concentration) (shared costs) Staffing Discipline Unit \$ 4,379 (supplemental/ concentration) 4350 (materials) \$5612 - 5860 (supplemental/ concentration) Instructional Consultants

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	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.	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.	School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

Goal 15	Less than or equal to 1% of students will be expelled.
----------------	--------------------------------------------------------

State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL <u>Specify School Climate As measured by: B. Pupil Expulsion Rates</u>
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ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

≤ 1%	English Learners 0%
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	Hispanic/Latino 0%
	School wide 0%
	Socioeconomic Disadvantaged 0%
	Special Education 0%

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 Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention	ACTUAL Trained Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention
	BUDGETED SEE GOAL 14	ESTIMATED ACTUAL SEE GOAL 14

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.	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.	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 16

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

average approval rating of a
≥ Level 3

ACTUAL

Family Survey: Response Rate - 58%
rating - Level III

Average approval

Student Survey: Response Rate - 96%
rating - Level III

Average approval

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

	Content Nights	Content Nights
	Training for Leaders on Parent Engagement	Training for Leaders on Parent Engagement
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5,000 (Supplemental) 5200 (conferences for leaders)	\$6,847 (Supplemental) 5200 (conferences for leaders)

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

Goal 17	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.
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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 Specify Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs. Broad course of study includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)-(i))

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100%

ACTUAL

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 accomodations.

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"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)	See GOAL 1 \$25, 000 - 1300/1900 (inclusion coach staffing)(Shared Costs) (supplemental)

ANALYSIS

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

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

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

Superintendent supports creation of Master Schedule to ensure 100% of students have course access.

School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.

Describe the overall 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 18

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% of identified students in need.

100% 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	Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful	100% of students have access to intervention. Saturday School

achievement (ELA and MATH)	<ul style="list-style-type: none"> • February 18 • February 25 • March 4 • March 11 • March 18 • March 25 • April 1 • April 22 • April 29 • May 6 • May 13 • May 20 • May 27 • June 3 • June 10 • June 17 <p>After School Intervention Monday, Tuesday, Thursday, Friday 3:30 – 4:30 Wednesday 2:00 – 3:30</p>
<p>BUDGETED</p> <p>SEE GOAL 6 and 7</p>	<p>ESTIMATED ACTUAL</p> <p>SEE GOAL 6 and 7</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.	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.	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	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

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 Excel Charter Academy 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 Excel Charter Academy 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 and teacher recruitment and credentialing 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. Stakeholder

feedback indicated continued support for more instructional materials in support of CCSS and Literacy, additional opportunities for Professional Development for teachers, intervention opportunities in and outside of the classroom, and more opportunities for parent education and engagement. Each of these items are addressed in the updated LCAP.

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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Basic Services A. The degree to which teachers are appropriately assigned (F.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: All Students with Disabilities Specific Student Group(s): _

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

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 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 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</p> <p>Focus on school administrators to support EL Learners</p>	<p>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</p> <p>Focus on school administrators to support EL Learners</p>	<p>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</p> <p>Focus on school administrators to support EL Learners</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$150,000	Amount: \$150,000	Amount: \$150,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; 1300 Administrators	Budget Reference: Certificated Salaries; 1300 Administrators	Budget Reference: Certificated Salaries; 1300 Administrators
Amount: \$85,000	Amount: \$85,000	Amount: \$85,000

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 groups (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 to standards-aligned instructional materials (F.C.60119)

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% 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

New Modified Unchanged

New Modified Unchanged

New Modified 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

\$119,065

Amount

\$119,065

Amount

\$119,065

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Books and Supplies;
4200, 4300, 4350, 4370 - Books & Supplies, Instructional Materials, Resources for ARTs

Budget Reference

Books and Supplies;
4200, 4300, 4350, 4370 - Books & Supplies, Instructional Materials, Resources for ARTs

Budget Reference

Books and Supplies;
4200, 4300, 4350, 4370 - Books & Supplies, 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 (E.C. 17002(d))

Identified Need:

All school facilities are maintained and in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Inspection Checklist and Repair Log	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: _

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.	Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing.	Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$54,712 Source: LCFF Budget Reference: Classified Salaries; 2200 - Staffing	Amount: \$55,806 Source: LCFF Budget Reference: Classified Salaries; 2200 - Staffing	Amount: \$56,922 Source: LCFF Budget Reference: Classified Salaries; 2200 - Staffing
Amount: \$30,000 Source: LCFF Budget Reference: Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - Shared costs for facilities associate	Amount: \$30,000 Source: LCFF Budget Reference: Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - Shared costs for facilities associate	Amount: \$30,000 Source: LCFF Budget Reference: Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - Shared costs for facilities associate

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 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, Instructional Scope and Sequences, Lesson Plan Documents, Professional Development Scope and Sequences, Agendas, Sign-ins and Surveys	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: 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
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. Selected teachers will participate in outside 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. Selected teachers will participate in outside 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. Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA 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 - Staffing of coaches, superintendent of instruction, and	Budget Reference: Certificated Salaries; 1300, 1900 - Staffing of coaches, superintendent of instruction, and	Budget Reference: Certificated Salaries; 1300, 1900 - Staffing of coaches, superintendent of

	their aides		their aides		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 - Data Team:School Information Services	Budget Reference	Other; 7400 - Data Team:School Information Services
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; Professional Development Training	Budget Reference	Other; Professional Development Training	Budget Reference	Other; Professional Development Training

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:

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

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$3,000

Amount

\$3,000

Amount

\$3,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Services and Other Operating Expenses;
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 Meetings Minimum 2 parents on School Advisory Council	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: 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

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
<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 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
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 3

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

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

Locations: All Schools Specific Schools: Specific Grade Spans:

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; 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 level per the State Accountability System

State and/or Local Priorities Addressed by this goal:

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

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

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	\$18,150	Amount	\$18,150	Amount	\$18,150
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4410 - Software: Think Through Math	Budget Reference	Books and Supplies; 4410 - Software: Think Through Math	Budget Reference	Books and Supplies; 4410 - Software: Think Through Math
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1100-3600 Staffing for outside of staff intervention	Budget Reference	Certificated Salaries; 1100-3600 Staffing for outside of staff intervention	Budget Reference	Certificated Salaries; 1100-3600 Staffing for outside of staff 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
Amount	\$126,000	Amount	\$126,000	Amount	\$126,000
Source	After School Education & Safety	Source	After School Education & Safety	Source	After School Education & Safety
Budget Reference	Classified Salaries; 2900 - ASES Grant	Budget Reference	Classified Salaries; 2900 - ASES Grant	Budget Reference	Classified Salaries; 2900 - ASES Grant

New
 Modified
 Unchanged

Goal 7

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

Update 17-18

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

English language arts (3-8)

Mathematics (3-8)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CDE API Report change to California School Dashboard	(2012-2013) Schoolwide MET <ul style="list-style-type: none"> • Latino (MET) • EL (MET) • Special Education (N/A) • Socio-economically Disadvantaged (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:	<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 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
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.	Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

BUDGET EXPENDITURES

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

Budget Reference	Certificated Salaries; 1901 - Staffing of Coaches	Budget Reference	Certificated Salaries; 1901 - Staffing of Coaches	Budget Reference	Certificated Salaries; 1901 - 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

New
 Modified
 Unchanged

Goal 8

Students are on track to be college and career ready.

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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	N/A 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:	<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 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
Provide Achieve 3000 instruction or other instructional technology program for all students	Provide Achieve 3000 instruction or other instructional technology program for all students	Provide Achieve 3000 instruction or other instructional technology program for all students

BUDGET EXPENDITURES

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

Budget Reference

Books and Supplies;
4410 - Software Achieve 3000 or other technology program

Budget Reference

Books and Supplies;
4410 - Software Achieve 3000 or other technology program

Budget Reference

Employee Benefits;
4410 - Software Achieve 3000 or other technology program

New Modified Unchanged

Goal 9

EL students will advance at least one performance level per 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

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
CELDT/ELPAC 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
<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
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	Higher than district average	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: 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

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 cost of staffing of ELD coaches

Budget Reference

Certificated Salaries; 1300,1900 - Shared cost of staffing of ELD coaches

Budget Reference

Certificated Salaries; 1300,1900 - Shared cost of staffing of ELD coaches

New Modified Unchanged

Goal 11

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

Update 17-18

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

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 Report	>= 96%	>= 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: 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

Attendance Personnel/Staffing

New Modified Unchanged

Attendance Personnel/Staffing

New Modified Unchanged

Attendance Personnel/Staffing

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount: \$50,000

Source: LCFF

Budget Reference: Classified Salaries; 2100,2400 - Support pay for classified staff

Amount: \$50,000

Source: LCFF

Budget Reference: Classified Salaries; 2100,2400 - Support pay for classified staff

Amount: \$50,000

Source: LCFF

Budget Reference: Classified Salaries; 2100,2400 - Support pay for classified staff

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

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Attendance Incentives Program

Attendance Incentives Program

Attendance Incentives Program

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$2,000

Amount

\$2,000

Amount

\$2,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Books and Supplies;
4350

Budget Reference

Books and Supplies;
4350

Budget Reference

Classified Salaries;
4350



New



Modified



Unchanged

Goal 12

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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
CALPADS	90% of students < 3	92% of students < 3	94% of students < 3 unexcused absences.	96% of students < 3 unexcused absences.

unexcused absences.

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
Attendance Personnel/Staffing	Attendance Personnel/Staffing	Attendance Personnel/Staffing

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$0	Amount \$0	Amount \$0

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; See goal 11	Budget Reference	Classified Salaries; See goal 11	Budget Reference	Classified Salaries; See goal 11

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

Books and Supplies;
See goal 11

Budget Reference

Books and Supplies;
See goal 11

Budget Reference

Books and Supplies;
See goal 11

New Modified Unchanged

Goal 13

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

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: C. Middle school dropout rates~~

Identified Need:

School will retain and promote 7th - 8th grade students at 90%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input 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: _

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: \$35,700 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900: Shared costs clinical counseling staffing 4300 (\$1,000)	Amount: \$36,414 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900: Shared costs clinical counseling staffing 4300 (\$1,000)	Amount: \$36,414 Source: LCFF Budget Reference: Certificated Salaries; 1300/1900: Shared costs clinical counseling staffing 4300 (\$1,000)

New Modified Unchanged

Goal 14

School will reduce its suspensions to less than or equal to 2% 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	School will reduce its suspensions to less than or equal to 5% of students <ul style="list-style-type: none"> • Latino (6.4%) • EL (1.2%) • Special Education (0.6%) Socioeconomically Disadvantaged (5.4%)	≤3%	≤2%	≤2%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

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
Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention/ Social Emotional Learning (SEL)	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention/ Social Emotional Learning (SEL)	Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention/ Social Emotional Learning (SEL)

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	\$5,000	Amount	\$5,000	Amount	\$5,000

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 15

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	≤1%	≤1%	≤1%	≤1%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

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: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; See goal #14	Budget Reference: Classified Salaries; See goal #14	Budget Reference: Classified Salaries; See goal #14
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; See goal #14	Budget Reference: Books and Supplies; See goal #14	Budget Reference: Books and Supplies; See goal #14
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses;
See goal #14

Expenses;
See goal #14

Expenses;
See goal #14

New Modified Unchanged

Goal 16

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

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School Climate As measured by: C. School Connectedness

Identified Need:

Parent Satisfaction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student and Family Survey	No Data	Average approval rating of a \geq 3	Average approval rating of a \geq 3	Average approval rating of a \geq 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: 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

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

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

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$5,000

Amount

\$5,000

Amount

\$5,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders	Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders	Budget Reference	Services and Other Operating Expenses; 5200 conferences for leaders

New
 Modified
 Unchanged

Goal 17

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:

All students will have 100% access to a broad course of study.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Offerings, Student Master Schedule	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: 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.

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: Certificated Salaries; 1300/1900 Shared costs Inclusion Coach Staffing	Budget Reference: Certificated Salaries; 1300/1900 Shared costs Inclusion Coach Staffing	Budget Reference: Certificated Salaries; 1300/1900 Shared costs Inclusion Coach Staffing

Goal 18

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% of identified students in need	100% of identified students in need	100% of identified students in need	100% of identified students in need

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: LCFF	Source: LCFF	Source: LCFF
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:

\$794,740

Percentage to Increase or Improve Services:

37.13%

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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