

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 Milagro Charter

Contact Name and Title

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2017-20 Plan Summary

THE STORY

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

PUC Milagro Charter 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 lack of data currently reported for state indicators for the school, there are no performance gaps to report.

INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$3,621,264

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

\$739,212

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.

\$2,850,671

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of all teachers are fully credentialed and appropriately placed.
 Supervision and staffing of instructional program.

ACTUAL

100% Properly Assigned. 93% 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.

ACTIONS / SERVICES

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

Actions/Services	PLANNED	ACTUAL
	Supervision and staffing of instructional program Efficient Recruitment and Hiring Process	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.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

BUDGETED

\$885,717.00 (base) 1101 Teacher Staffing (portion of total salaries subtract % for ELA/Bi-Literate focus) \$90,000 (Supplemental/ Concentration) 1101 Teachers Salary \$85,000 (supplemental) 7400 covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups.

ESTIMATED ACTUAL

\$1,279,386 (base) 1101- Certified Teaching Staff with Benefits \$167,199 (SUPP) 1101- Teacher Staffing (portion of total salaries subtract % for ELA/Bi-Literate focus) \$20,730 (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 begun 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 Specify B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Purchase of resources and allocation of time to ensure all teachers have proper resources and professional development to acquire resources • Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition 	<p>ACTUAL</p> <ul style="list-style-type: none"> • 100% • Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources • Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$80,000 (supplemental/ concentration) \$10,000 (supplemental) 4100 4200 4300 4350 4370</p>	<p>ESTIMATED ACTUAL</p> <p>\$85, 805 (supplemental/ concentration) \$40, 806 (supplemental/ concentration) 4100 4200 4300 4350 4370</p>

ANALYSIS

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

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

90%/90%/100%

ACTUAL

99%/98%/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	ACTUAL

	<ul style="list-style-type: none"> • Operations Coordinator to meet with School Site leaders during school year to review site and create plan to address needs. • All school facilities are maintained and in good repair 	<ul style="list-style-type: none"> • Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs. • All school facilities are maintained and in good repair
Expenditures	BUDGETED \$53,640 (supplemental) 2200 staffing Shared costs for facilities associates \$30,000 (supplemental/concentration) 5500, 5600, 5610, 5825	ESTIMATED ACTUAL \$2,348 (supplemental) 2200 staffing Shared costs for facilities associates \$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 <i>as they are adopted by the state.</i>
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- 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

100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and classroom differentiation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>100%</p> <p>Implementation of the CCSS</p>	<p>100%</p> <p>Implementation of the CCSS</p>
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ACTIONS / SERVICES

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

<p>Actions/Services</p>	<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. 	<p>ACTUAL</p> <p>Math and ELA implemented CCSS for all grades.</p> <ul style="list-style-type: none"> • Teachers participated in Professional Development, trainings and workshops in CA CCSS
	<p>Expenditures</p>	<p>BUDGETED</p> <p>\$90,000 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and</p>

	their aides \$40,000 7400 covers shared cost of materials \$5,000 and support from: Data Team \$15,000 School Information Services \$15,000 and Information Technology \$15,000 to produce Professional Development trainings \$25,000 (supplemental/ concentration) 5200 Travel and Conferences \$5000 (supplemental) 4200 \$12000 1160 Staffing (subs)	(Shared Costs) - Regional Superintendent \$ 25,500 - 2400 Superintendent assistants \$ 1,045 - 7400 covers shared cost of materials \$38,364 - 7400 support from: Data Team \$33, 717- 7400 School Information Services \$143, 387 - 7400 Information Technology \$3,507 - 1160 Staffing (subs)
Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS. Teachers will participate in Professional Development, trainings and workshops in CA CCSS Dedicated PD for the ARTs to achieve VAPA Standards in support of CCSS 	<p>ACTUAL</p> <ul style="list-style-type: none"> Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS. Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.
Expenditures	<p>BUDGETED</p> <p>\$6000 (supplemental) 5200</p>	<p>ESTIMATED ACTUAL</p> <p>\$563 - 5200 Travel and Conferences Ellin Keene \$ 563 - 5200 (Shared)Travel and Conferences</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.

Planned Action 1:
 Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans.
 Planned Action 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
- August September • Welcome Back to School Event – August 24
- New Family Orientation – August 24
- October • Milagro Family Meeting – Oct 5
- Fall Raffle Oct 5-Oct 28
- Halloween UNICEF Drive- Oct 5- 31
- “A Day in the Life of a Milagro Student” Back to School Night (Food Sale) – Oct 20
- Halloween Carnival/Día De Los Muertos Altar/Raffle – Oct 28
- November • Family Conferences Begin – Nov 2
- Family Reading Day (Thankful for Books) – Nov 17
- December • Family Conferences End – Dec 2

	<ul style="list-style-type: none"> • Winter Wonderland – Dec 15 <p>February</p> <ul style="list-style-type: none"> • Friends and Family Lunch and Picture Day – Feb 14 <p>March • Report Cards – Mar 1</p> <ul style="list-style-type: none"> • Family Reading Day/RIF (Pajama Day/Dr. Seuss B-day) - Mar 2 • Chuckie Cheese Night – Mar 3 • Family Meeting – Mar 29 <p>April • Celebration of Learning– Apr 6</p> <ul style="list-style-type: none"> • Book Fair – April 4-6 • Children’s Day/Importance of Family Literacy - Apr 28 • Walk-a-Thon/PUC Family Fest – April 30 <p>May • Teacher Appreciation Week – May 15-19 – Family Celebration May 19</p> <ul style="list-style-type: none"> • Talent Show – May 26 • Fifth Grade Family Meeting – May 17 <p>June • Art Night- June 8</p> <ul style="list-style-type: none"> • Fifth Grade Dinner and Promotion – Jun 22 • Summer Reading Celebration – Jun 22 <p>SAC MEETING Dates</p> <p>Sept/Oct Oct 24</p> <p>Nov/Dec Dec 12</p> <p>Jan/Feb Feb 28 & Mar 7</p> <p>April/May May 5</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

PLANNED	ACTUAL
<p>School will provide a minimum of 6 Family Meetings</p> <ul style="list-style-type: none"> • Social Media/Technology Based Outreach Systems and Maintenance Staffing • Family Reading and Sharing Resources and Supplies • Family Workshops (school-based and PUC wide) • Teacher Stipend for Descriptive Summative Reports and One-on-one Conferences • Weekly Communication Supplies <p>NTI System Costs</p>	<p>School will provide a minimum of 6 Family Meetings</p> <ul style="list-style-type: none"> • Social Media/Technology Based Outreach Systems and Maintenance Staffing • Family Reading and Sharing Resources and Supplies • Family Workshops (school-based and PUC wide) • Teacher Stipend for Descriptive Summative Reports and One-on-one Conferences • Weekly Communication Supplies <p>NTI System Costs</p>

Expenditures	BUDGETED \$7,000 (supplemental) 5290 Meetings - Staff/Parents	ESTIMATED ACTUAL \$3,289 (supplemental) 5290 Meetings - Staff/Parents
Actions/Services	PLANNED School will invite 2 parents to attend all School Advisory Council Meetings.	ACTUAL School invited 2 parents to attend all School Advisory Council Meetings. SAC MEETING Dates Sept/Oct Oct 24 Nov/Dec Dec 12 Jan/Feb Feb 28 & Mar 7 April/May May 5
Expenditures	BUDGETED \$1500 (supplemental) 5290 Meetings - Staff/Parents	ESTIMATED ACTUAL \$3,289 (supplemental) 5290 Meetings - Staff/Parents
Actions/Services	PLANNED School will engage with outside organization to provide training and development for Parent Engagement. Includes: Padres Comprometidos	ACTUAL School engaged with outside organization to provide training and development for Parent Engagement. Included: Padres Comprometidos
Expenditures	BUDGETED \$10,000 (supplemental/ concentration) 5860 Instructional Consultants \$5,000 (supplemental) Staffing 2100	ESTIMATED ACTUAL \$6,578 (supplemental/ concentration) 5860 Instructional Consultants \$1607 (supplemental) Staffing 2100

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

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Meets or exceeds targets for growth

Data not yet available

ACTIONS / SERVICES

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

Actions/Services

PLANNED

Multi- Leveled Classroom Library Books for each Classroom - \$12,000 (\$1,000 per classroom)

Math Manipulatives - \$1800 (\$100 per classroom – plus \$600 for inclusion)

ACTUAL

School purchased Multi- Leveled Classroom Library Books for each Classroom

School purchase Math Manipulative for each classroom

Expenditures

<p>Total: \$13,800</p> <p>Implementation of Intervention programs/conferences based on assessment data</p>	<p>School implemented Intervention programs/conferences based on assessment data</p> <ul style="list-style-type: none">• After School and Saturday School Intervention Dates/Times• Teacher Afterschool Tutoring• March 1- May 25• K-5th Grade – 60 minutes a Week or 30 minutes twice a week• Small Groups 5-10 students• Schedule varies (based on individual teacher)
<p>BUDGETED</p> <p>\$13,800 (supplemental) 4200/4300 Books other than textbooks and Instructional Materials) \$8,000 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$5000 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>	<p>ESTIMATED ACTUAL</p> <p>\$10, 407 (supplemental) 4200/4300 Books other than textbooks and Instructional Materials) \$3,179 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$2,782 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Student growth and achievement data was analyzed in order to place students in intervention programs as needed. Students received intervention based on their individual needs. Resources used to provide intervention.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs. In order to increase achievement, the school will participate in supporting additional summer curriculum development.

Goal 7	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Student Achievement Pupil achievement as measured by: B. API

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.

	<p>PLANNED</p> <p>Multi-Leveled Classroom Library Books for each Classroom - Math Manipulatives</p> <p>Implementation of Intervention program/conferences based on assessment data</p>	<p>ACTUAL</p> <p>After School and Saturday School Intervention Dates/Times Teacher Afterschool Tutoring March 1- May 25 K-5th Grade – 60 minutes a Week or 30 minutes twice a week Small Groups 5-10 students Schedule varies (based on individual teacher)</p>
Actions/Services		
	<p>BUDGETED</p> <p>Expense from goal #6</p>	<p>ESTIMATED ACTUAL</p> <p>Expense from goal #6</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Student growth and achievement data was analyzed in order to place students in intervention programs as needed. Students received intervention based on their individual needs. Resources used to provide intervention.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs. In order to increase achievement, the school will participate in supporting additional summer curriculum development.</p>

<p>Goal 8</p>	<p>Students are on track to be college and career ready.</p> <ul style="list-style-type: none"> • 75% of students will achieve grade-level Lexile by the end of the school year
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75% grade level Lexile scores	Data not in yet
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ACTIONS / SERVICES

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

Actions/Services	PLANNED	ACTUAL
	Thinking Texts Library	Thinking Texts Library
	Comprehension Support Resources	Comprehension Support Resources
	Literacy Studio Instructional Resources	Literacy Studio Instructional Resources
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$18,000 (supplemental) (4200/4300) Books other than textbooks and Instructional Materials)	\$ 10,490 (supplemental) (4200/4300) Books other than textbooks and Instructional Materials)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The school utilized Resources to support Reading Comprehension and Lexile Growth.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	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.

- EL students will be reclassified as Fluent English Proficient annually
- 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 Student Achievement Pupil achievement as measured by: C. College and Career Ready

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Higher than the District average

36% advanced at least one performance level on CELDT

Advance at least one performance level per the CELDT/ELPAC

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>Thinking Texts library Comprehension Support Resources Literacy Studio Instructional Resources</p>	<p>ACTUAL</p> <p>36% of students moved up one performance level on CELDT. Thinking Texts library Comprehension Support Resources Literacy Studio Instructional Resources</p>
Expenditures	<p>BUDGETED</p> <p>Expense from goal #8</p>	<p>ESTIMATED ACTUAL</p> <p>Expense from goal #8</p>

ANALYSIS

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

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

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

The school utilized Resources to support Reading Comprehension and Lexile Growth.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 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

21% Students Reclassified.

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
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ELD Standards Professional Development and Materials

21% Students Reclassified.
 ELD Coordinator provided organizational and school specific Professional Development.
 EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.

Expenditures

BUDGETED

\$5,000 (supplemental/ concentration) 1300 1900
 (SHARED COSTS- Staffing of ELD coach)

ESTIMATED ACTUAL

\$5,108 (supplemental/ concentration) 1300 1900
 (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.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

>/= 96%

ACTUAL

English Learners 94.85%
 Hispanic/Latino 95.29%
 School wide 95.26%
 Socioeconomic Disadvantaged 95.22%
 Special Education 95.11%
School was within .75% to 1.25% 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	<p>PLANNED</p> <p>Attendance Personnel/Staffing</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Attendance Personnel/Staffing • Social Emotional Counseling Services • Social Emotional Interventions: Family Support Meetings <p>Incentives</p> <p>Student and Family Engagement</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>
Expenditures	<p>BUDGETED</p> <p>\$50,000 (supplemental) Supporting pay of Classified Staff 2100 2400 \$35,000 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing)</p>	<p>ESTIMATED ACTUAL</p> <p>\$125,000 (supplemental) Supporting pay of Classified Staff 2100 - 2400 \$24, 465 (supplemental/ concentration) Shared Costs 1300/1900(clinical counseling staffing)</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	Attendance Incentives Program	School engaged in family meetings and incentive programs to increase attendance rates.
Expenditures	BUDGETED \$2000 (supplemental/ concentration) 4350	ESTIMATED ACTUAL \$4,203 (supplemental/ concentration) 4350

ANALYSIS

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

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

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

Goal 12	School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED**ACTUAL**

90% of students < 3 unexcused absences	65.42% of students < 3 unexcused absences School did not meet goal.
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ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Attendance Personnel/Staffing</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p> <p>School Personnel will focus on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>ACTUAL</p> <p>Attendance Personnel/Staffing</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>
	Expenditures	<p>BUDGETED</p> <p>SEE GOAL 11</p>

ANALYSIS

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

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

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

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 13

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 3%

ACTUAL

English Learners 0.00%

Hispanic/Latino 0.00%

School wide 0.00%

Socioeconomic Disadvantaged 0.00%

Special Education 0.00%

School is meeting its goal.

ACTIONS / SERVICES

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

Actions/Services

PLANNED

Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention

ACTUAL

Yoga – Mindful Program

Kindness Matters! Program Supplies and Instructional

<p>Yoga – Mindful Program</p> <p>Kindness Matters! Program Supplies and Instructional Resources</p> <p>Discipline Unit Staffing</p>	<p>Resources</p> <p>Discipline Unit Staffing</p>
<p>BUDGETED</p> <p>\$9,000 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$2,000 (supplemental) (materials) 4300 \$5,500 (supplemental/ concentration) (program) 5860 Instructional Consultants \$1200 (Staffing) 1100-3600</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,525 -2100-2400 (supplemental/ concentration) (shared costs) Staffing Discipline Unit \$2,964 - 5860 (supplemental/ concentration) Yoga Instructional Consultants \$3,759 - 4350 (supplemental) (instructional materials)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>School met the goal and believes the actions are appropriate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>School will continue with 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.</p>

<p>Goal 14</p>	<p>Less than or equal to 1% of students will be expelled.</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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

≤ 1%

ACTUAL

English Learners 0.00%
 Hispanic/Latino 0.00%
 School wide 0.00%
 Socioeconomic Disadvantaged 0.00%
 Special Education 0.00%
School is meeting its goal.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>	<p>ACTUAL</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>
Expenditures	<p>BUDGETED</p> <p>SEE GOAL 13</p>	<p>ESTIMATED ACTUAL</p> <p>SEE GOAL 13</p>

ANALYSIS

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

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

State and/or Local Priorities Addressed by this goal:

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

LOCAL School Climate As measured by: C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

average approval rating of a
 ≥ Level 3

ACTUAL

Family survey: Approval rating - Level III Response rate - 55%
 Student survey: Approval rating - Level III Response rate - 99%

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

Planned meetings and Professional Development Opportunities:

- Parent Orientation
- Back to School Night

ACTUAL

Planned Meetings and Development Opportunities:

- Parent Orientation
- Back to School Night
- Student Led Conferences
- Celebration of learning

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School Advisory Council meeting • Coffee with the principal • Parent Meetings/Committees • Family Nights • Content Nights • Training for Leaders on Parent Engagement
Expenditures	BUDGETED \$5,000 (Supplemental) 5200 (conferences for leaders	ESTIMATED ACTUAL \$ 7,083 (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.

Leaders received training on engaging families.
 PDs and presentations were developed for leaders to present to families:

- LCAP
- School Success Plan
- Foster/Homeless Youth
- ELPAC/English Learners
- In addition, leaders developed events around:
 - Student Led Conferences
 - Math/Literacy Night
 - Goal Setting

Describe the overall 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.

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

Goal 16

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

State and/or Local Priorities Addressed by this goal:

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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	<p>PLANNED</p> <ul style="list-style-type: none"> • Creation of Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Created Student Master Schedule • Course offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access.
	<p>BUDGETED</p> <p>See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>	<p>ESTIMATED ACTUAL</p> <p>See GOAL 1 \$ 25,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>
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.	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 17	All Students will have access to ELA and Math Intervention
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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 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 students have access to intervention.
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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

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)

ACTUAL

100% of students have access to intervention.

After School and Saturday School Intervention Dates/Times
 Teacher Afterschool Tutoring
 March 1- May 25
 K-5th Grade – 60 minutes a Week or 30 minutes twice a week
 Small Groups 5-10 students
 Schedule varies (based on individual teacher)

Expenditures

BUDGETED

SEE GOAL 6

ESTIMATED ACTUAL

SEE GOAL 6

ANALYSIS

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

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

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

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

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

Commitment 2: After four years with us students are proficient

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

The state's Local Control Funding Formula (LCFF) and LCAP process became a reality for the school. PUC Milagro 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 Milagro Charter 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

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

Stakeholders were in alignment with the LCAP. They agreed that increase attendance and parent engagement were very important and funds should be focused on that. they advocated to ensure that STEM activities were included for the funding for instructional materials and supplies. although it doesn't affect budgetary expenses for the LCAP, stakeholders would like to see a sports program.

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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.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

100% of all teachers are fully credentialed and appropriately placed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS Annual Credential Report	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

Locations: All Schools Specific Schools: Specific Grade Spans:

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Supervision and staffing of instructional program Efficient Recruitment and Hiring Process

Supervision and staffing of instructional program Efficient Recruitment and Hiring Process

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.

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.

All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$85,000

Amount \$85,000

Amount \$85,000

Source LCFF

Source LCFF

Source LCFF

Budget Reference	Other; 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.	Budget Reference	Other; 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.	Budget Reference	Other; 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.
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

New
 Modified
 Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

All students have access to Standards-aligned Instructional Materials

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$88,000	Amount: \$88,000	Amount: \$88,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;

	4200,4300, 4350, 4370 - Books and Supplies, Instructional Materials and resources for ARTS
Amount	\$10,000
Source	LCFF
Budget Reference	Books and Supplies; 4100 - Textbooks

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

	4200,4300, 4350, 4370 - Books and Supplies, Instructional Materials and resources for ARTS
Amount	\$15,000
Source	LCFF
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: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$54,712	Amount	\$55,806	Amount	\$56,922
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; 2200 staffing	Budget Reference	Classified Salaries; 2200 staffing	Budget Reference	Classified Salaries; 2200 staffing
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5500/5600/5610/5825 - shared costs for facilities associates	Budget Reference	Services and Other Operating Expenses; 5500/5600/5610/5825 - shared costs for facilities associates	Budget Reference	Services and Other Operating Expenses; 5500/5600/5610/5825 - shared costs for facilities associates

New
 Modified
 Unchanged

Goal 4

- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups.
- School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.
- Teachers will participate in annual professional development on the implementation of the Common Core Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
- 100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and classroom differentiation.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify Implementation of Common Core State Standards (CCSA) A. Implementation Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Identified Need:

100%
Implementation of the CCSS

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Scope and	100%	100%	100%	100%

Sequence, Agends, sign-ins and surveys.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.	Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.	Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.

Ellin Keene Residency - \$25,000
 Professional Development Books -\$2,000
 Professional Development Materials - \$3,000
 Conference and Outside trainings - \$6,000

Full-Day Planning PD – 5 days per teacher (substitute cost) – estimated cost \$11,000
 Lab Classroom PD - 3 per year (substitute cost) - estimated cost \$1500

Ellin Keene Residency - \$25,000
 Professional Development Books -\$2,000
 Professional Development Materials - \$3,000
 Conference and Outside trainings - \$6,000

Full-Day Planning PD – 5 days per teacher (substitute cost) – estimated cost \$11,000
 Lab Classroom PD - 3 per year (substitute cost) - estimated cost \$1500

Ellin Keene Residency - \$25,000
 Professional Development Books -\$2,000
 Professional Development Materials - \$3,000
 Conference and Outside trainings - \$6,000

Full-Day Planning PD – 5 days per teacher (substitute cost) – estimated cost \$11,000
 Lab Classroom PD - 3 per year (substitute cost) - estimated cost \$1500

BUDGET EXPENDITURES

2017-18

Amount	\$40,000
Source	LCFF
Budget Reference	Certificated Salaries; (supplemental) 1300, 1900 (Shared COSTS- Staffing of coaches, superintendent of instruction and their aides.
Amount	\$5,000
Source	LCFF
Budget Reference	Other; 7400 covers shared cost of materials

2018-19

Amount	\$40,000
Source	LCFF
Budget Reference	Certificated Salaries; (supplemental) 1300, 1900 (Shared COSTS- Staffing of coaches, superintendent of instruction and their aides.
Amount	\$5,000
Source	LCFF
Budget Reference	Other; 7400 covers shared cost of materials

2019-20

Amount	\$40,000
Source	LCFF
Budget Reference	Certificated Salaries; (supplemental) 1300, 1900 (Shared COSTS- Staffing of coaches, superintendent of instruction and their aides.
Amount	\$5,000
Source	LCFF
Budget Reference	Other; 7400 covers shared cost of materials

Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 School information services	Budget Reference	Other; 7400 School information services	Budget Reference	Other; 7400 School Information Services
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 Information Technology	Budget Reference	Other; 7400 information Technology	Budget Reference	Other; 7400 Information Technology
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; 7400 Produce Professional Development Trainings	Budget Reference	Other; 7400 Produce Professional Development Trainings	Budget Reference	Other; 7400 Produce Professional Development Trainings
Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; (Supplemetanl/Concentration) 5200 Travel and Conferences	Budget Reference	Services and Other Operating Expenses; (Supplemetanl/Concentration) 5200 Travel and Conferences	Budget Reference	Services and Other Operating Expenses; (Supplemetanl/Concentration) 5200 Travel and Conferences
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4200 (supplemental)	Budget Reference	Books and Supplies; 4200 (supplemental)	Budget Reference	Books and Supplies; 4200 (supplemental)
Amount	\$12,000	Amount	\$12,000	Amount	\$12,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 1160 Staffing (subs)	Budget Reference	Certificated Salaries; 1160 Staffing (Subs)	Budget Reference	Certificated Salaries; 1160 Staffing (subs)

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$6,000"/>	Amount <input type="text" value="\$6,000"/>	Amount <input type="text" value="\$6,000"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget Reference

Services and Other Operating Expenses; (supplemental) 5200

Budget Reference

Services and Other Operating Expenses; (supplemental) 5200

Budget Reference

Services and Other Operating Expenses; (supplemental) 5200

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 Agenda and sign-ins	7 family nights Minimum 2 parents on SAC6	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

- Social Media/Technology Based Outreach systems and Maintenance Staffing
- Family Reading and Sharing Resources and Supplies
- Family Workshops (school-based and PUC Wide)
- Teacher stipend for Descriptive Summative Reports and One-on-one Conferences
- Weekly Communication Supplies
- NTI System Costs

School will provide a minimum of 6 Family Meetings

- Social Media/Technology Based Outreach systems and Maintenance Staffing
- Family Reading and Sharing Resources and Supplies
- Family Workshops (school-based and PUC Wide)
- Teacher stipend for Descriptive Summative Reports and One-on-one Conferences
- Weekly Communication Supplies
- NTI System Costs

School will provide a minimum of 6 Family Meetings

- Social Media/Technology Based Outreach systems and Maintenance Staffing
- Family Reading and Sharing Resources and Supplies
- Family Workshops (school-based and PUC Wide)
- Teacher stipend for Descriptive Summative Reports and One-on-one Conferences
- Weekly Communication Supplies
- NTI System Costs

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$7,000

Amount

\$7,000

Amount

\$7,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5290 - Staff/ Parent Meetings	Budget Reference	Services and Other Operating Expenses; 5290 - Staff/ Parent Meetings	Budget Reference	Services and Other Operating Expenses; 5290 - Staff/ Parent Meetings

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,500	Amount \$1,500	Amount \$1,500

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 5290 - Staff/Parents Meetings	Budget Reference	Services and Other Operating Expenses; 5290 - Staff/Parents Meetings	Budget Reference	Services and Other Operating Expenses; 5290 - Staff/Parents Meetings

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. Includes: Padres Comprometidos	School will engage with outside organization to provide training and development for Parent Engagement. Includes: Padres Comprometidos	School will engage with outside organization to provide training and development for Parent Engagement. Includes: Padres Comprometidos

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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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
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; 2100 - Staffing	Budget Reference	Classified Salaries; 2100 - Staffing	Budget Reference	Classified Salaries; 2100 - Staffing

New
 Modified
 Unchanged

Goal 6

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and students with disabilities), meet or exceed targets for growth in Statewide Assessments once set by the state Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than schools in a 2 miles radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

Update 17-18 :

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics.

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

CA ASPP Statewide Assessment Results	N/A	Meets or exceeds targets for growth	Meets or exceeds targets for growth	Meets or exceeds targets for growth
--------------------------------------	-----	-------------------------------------	-------------------------------------	-------------------------------------

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Multi-Leveled Classroom Library Books for each Classroom - \$12,000 (\$1,000 per classroom) Math Manipulatives - \$1800 (\$100 per classroom- plus \$600 for inclusion)	Multi-Leveled Classroom Library Books for each Classroom - \$12,000 (\$1,000 per classroom) Math Manipulatives - \$1800 (\$100 per classroom- plus \$600 for inclusion)	Multi-Leveled Classroom Library Books for each Classroom - \$12,000 (\$1,000 per classroom) Math Manipulatives - \$1800 (\$100 per classroom- plus \$600 for inclusion)

Total \$13,800	Total \$13,800	Total \$13,800
Implementation of Intervention program/conferences based on assessment data	Implementation of Intervention program/conferences based on assessment data	Implementation of Intervention program/conferences based on assessment data

BUDGET EXPENDITURES

2017-18

Amount	\$13,800
Source	LCFF
Budget Reference	Books and Supplies; 4200/4300 Books other than textbooks and Instructional Materials
Amount	\$8,000
Source	LCFF
Budget Reference	Certificated Salaries; 1100-3600 (staffing for outside of class intervention)
Amount	\$5,000
Source	LCFF
Budget Reference	Books and Supplies; 4410 (data tacking tools- Illuminate, Schoolzilla)

2018-19

Amount	\$13,800
Source	LCFF
Budget Reference	Books and Supplies; 4200/4300 Books other than textbooks and Instructional Materials
Amount	\$8,000
Source	LCFF
Budget Reference	Certificated Salaries; 1100-3600 (staffing for outside of class intervention)
Amount	\$5,000
Source	LCFF
Budget Reference	Books and Supplies; 4410 (data tacking tools- Illuminate, Schoolzilla)

2019-20

Amount	\$13,800
Source	LCFF
Budget Reference	Books and Supplies; 4200/4300 Books other than textbooks and Instructional Materials
Amount	\$8,000
Source	LCFF
Budget Reference	Certificated Salaries; 1100-3600 (staffing for outside of class intervention)
Amount	\$5,000
Source	LCFF
Budget Reference	Books and Supplies; 4410 (data tacking tools- Illuminate, Schoolzilla)

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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<u>Goal 7</u>	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 Specify

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	(2012-2013) School -wide MET <ul style="list-style-type: none"> • Latino (MET) • EL (MET) • Special Education (N/A) • Socioeconomically 	Growth Target to be determined	Growth Target to be determined	Growth Target to be determined

Disadvantaged
(MET)

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
SEE GOAL 6	SEE GOAL 6	SEE GOAL 6

BUDGET EXPENDITURES

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

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; SEE GOAL 6	Budget Reference	; SEE GOAL 6	Budget Reference	; SEE GOAL 6

New
 Modified
 Unchanged

Goal 8

Students are on track to be college and career ready.

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

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	71% of students kindergarten - 5th grade meet the 2012-2013 Benchmark goals	75%	75%	75%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Thinking Texts library
Comprehension Support Resources
Literacy Studio Instructional Resources

Thinking Texts library
Comprehension Support Resources
Literacy Studio Instructional Resources

Thinking Texts library
Comprehension Support Resources
Literacy Studio Instructional Resources

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$18,000

Amount \$18,000

Amount \$18,000

Source LCFF

Source LCFF

Source LCFF

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

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

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

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
CELT results and Reclassification Matrix	19.78% (2013-14) No DATA	Higher than the District average Advance at least one performance level per the CELDT/ELPAC	Higher than the District average Advance at least one performance level per the CELDT/ELPAC	Higher than the District average Advance at least one performance level per the CELDT/ELPAC

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

SEE GOAL 8

SEE GOAL 8

SEE GOAL 8

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount \$0

Amount \$0

Source

Source

Source

Budget Reference ;
SEE GOAL 8

Budget Reference ;
SEE GOAL 8

Budget Reference ;
SEE GOAL 8

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.

State Indicator:
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 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	19.78% (2013-14) No Data	Higher than District Average	Higher than District Average	Higher than District Average

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served: 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
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 Source: LCFF Budget Reference: Certificated Salaries; (supplemental/concentration) 1300, 1900 (SHARED COSTS- Staffing of ELD coach)	Amount: \$5,000 Source: LCFF Budget Reference: Certificated Salaries; (supplemental/concentration) 1300, 1900 (SHARED COSTS- Staffing of ELD coach)	Amount: \$5,000 Source: LCFF Budget Reference: Certificated Salaries; (supplemental/concentration) 1300, 1900 (SHARED COSTS- Staffing of ELD coach)

New Modified Unchanged

Goal 11

School will maintain a high ADA rate
 ALL SUBGROUPS: EL, SPED, LI
 Update 17-18
 Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.
 State Indicator:
 Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

School will maintain a high ADA rate \geq 96%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Reports	95% <ul style="list-style-type: none"> • Latino (95.62%) • EL (96.28%) • Special Education (95.45%) • Socioeconomically Disadvantaged (95.70) 	\geq 96%	\geq 96%	\geq 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

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Personnel/Staffing	Attendance Personnel/Staffing	Attendance Personnel/Staffing
Social Emotional Counseling Services	Social Emotional Counseling Services	Social Emotional Counseling Services
Social Emotional interventions:	Social Emotional interventions:	Social Emotional interventions:
Family Support Meetings	Family Support Meetings	Family Support Meetings
Incentives	Incentives	Incentives
Student and Family Engagement	Student and Family Engagement	Student and Family Engagement

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400	Budget Reference	Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400	Budget Reference	Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400
Amount	\$35,700	Amount	\$35,700	Amount	\$35,700
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; (Supplemental/concentration) Shared Costs 1300/1900 (Clinical	Budget Reference	Certificated Salaries; (Supplemental/concentration) Shared Costs 1300/1900 (Clinical	Budget Reference	Certificated Salaries; (Supplemental/concentration) Shared Costs 1300/1900

	counseling staffing)		counseling staffing)		(Clinical counseling staffing)
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4300	Budget Reference	Books and Supplies; 4300	Budget Reference	Books and Supplies; 4300

Action 2

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; 4350 (Supplemental/Concentration)	Budget Reference	Books and Supplies; 4350 (Supplemental/Concentration)	Budget Reference	Books and Supplies; 4350 (Supplemental/Concentration)

New
 Modified
 Unchanged

Goal 12

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Report	73% (2012-13)	94% of students <3 unexcused absences	94% of students <3 unexcused absences	94% of students <3 unexcused absences

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference: ; SEE GOAL 11	Budget Reference: ; SEE GOAL 11	Budget Reference: ; SEE GOAL 11

New
 Modified
 Unchanged

Goal 13

School will reduce its suspensions to less than or equal to 1% of students

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

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

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

Identified Need:

School will reduce suspension rate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	(2012-13) 0% <ul style="list-style-type: none"> Latino (0%) EL (0%) Special Education (0%) Socioeconomically Disadvantaged (0%) 	≤ 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: _

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

Yoga- Mindful Program Kindness Matters!
Program Supplies and Instructional Resources
Discipline Unit Staffing

Yoga- Mindful Program Kindness Matters!
Program Supplies and Instructional Resources
Discipline Unit Staffing

Yoga- Mindful Program Kindness Matters!
Program Supplies and Instructional Resources
Discipline Unit Staffing

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

Classified Salaries;
(supplemental/concentration)
(Shared costs) Staffing Discipline
Unit 2200/2400

Budget Reference

Classified Salaries;
(supplemental/concentration)
(Shared costs) Staffing Discipline
Unit 2200/2400

Budget Reference

Classified Salaries;
(supplemental/concentration)
(Shared costs) Staffing
Discipline Unit 2200/2400

Amount

\$2,000

Amount

\$2,000

Amount

\$2,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference	Books and Supplies; 4300 (supplemental materials)	Budget Reference	Books and Supplies; 4300 (supplemental materials)	Budget Reference	Books and Supplies; 4300 (supplemental materials)
Amount	\$5,500	Amount	\$5,500	Amount	\$5,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; (supplemental concentration) (program) 5860 Instructional Consultants	Budget Reference	Services and Other Operating Expenses; (supplemental concentration) (program) 5860 Instructional Consultants	Budget Reference	Services and Other Operating Expenses; (supplemental concentration) (program) 5860 Instructional Consultants
Amount	\$1,200	Amount	\$1,200	Amount	\$1,200
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; (Staffing) 1100-3600	Budget Reference	Certificated Salaries; (Staffing) 1100-3600	Budget Reference	Certificated Salaries; (Staffing) 1100-3600

New
 Modified
 Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Specify School climate As measured by: B. Pupil Expulsion Rates

Identified Need:

School will reduce expulsion rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	(2012-13) 0% <ul style="list-style-type: none"> Latino (0%) EL (0%) Special Education 	≤ 1%	≤ 1%	≤ 1%

- (0%)
- Socioeconomically Disadvantaged (0%)

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

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

BUDGET EXPENDITURES

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

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; SEE GOAL 13	Budget Reference	; SEE GOAL 13	Budget Reference	; SEE GOAL 13

New
 Modified
 Unchanged

Goal 15

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

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

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

LOCAL Specify 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	Overall Family Score 4.49 (2012-13) Average Student survey (via teacher reports) score 3.62 (2012-13)	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3	average approval rating of a ≥ Level 3

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parent Orientation Student Led Conferences Back to School Night Celebration of learning School Advisory Council meeting Parent Meetings/Committees Family Nights Content Nights Training for Leaders on Parent Engagement	Parent Orientation Student Led Conferences Back to School Night Celebration of learning School Advisory Council meeting Parent Meetings/Committees Family Nights Content Nights Training for Leaders on Parent Engagement	Parent Orientation Student Led Conferences Back to School Night Celebration of learning School Advisory Council meeting Parent Meetings/Committees Family Nights Content Nights Training for Leaders on Parent Engagement

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; (supplemental) 5200 (Conferences for leaders)	Budget Reference	Services and Other Operating Expenses; (supplemental) 5200 (Conferences for leaders)	Budget Reference	Services and Other Operating Expenses; (supplemental) 5200 (Conferences for leaders)

New
 Modified
 Unchanged

Goal 16

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

Access

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Offerings, Student Master Schedule	100% access	100%	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.

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	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; SEE GOAL 1	Budget Reference	; SEE GOAL 1	Budget Reference	; SEE GOAL 1
Amount	\$16,000	Amount	\$16,000	Amount	\$16,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)	Budget Reference	Certificated Salaries; (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)	Budget Reference	Certificated Salaries; (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)

New
 Modified
 Unchanged

Goal 17

All Students will have access to ELA and Math Intervention

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

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

Identified Need:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Intervention Master Schedule, RTI	100%	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: 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

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

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

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$0

Amount

\$0

Amount

\$0

Source

Source

Source

Budget Reference

; SEE GOAL 6

Budget Reference

; SEE GOAL 6

Budget Reference

; SEE GOAL 6

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$697,710

Percentage to Increase or Improve Services:

34.04%

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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