

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

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|--------------------------------|-------------------------------|--|
| PUC Santa Rosa Charter Academy | Gerard Montero Coordinator | g.montero@pucschools.org (818) 559-7699 |

2017-20 Plan Summary

The Story

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

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

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

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

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

PUC Santa Rosa Charter Academy was founded in 2009 in the Northeast Los Angeles area. 93.79% of PUC Santa Rosa Charter Academy's students are Hispanic. 21.12% of the student population is served by the Special Education program, and 19.88% of students are identified English Learners (ELs) and 36.65% are Reclassified Fluent English Proficient (RFEP). 82.61% of families qualify for free or reduced lunch. About 23.42% of parents have taken some college coursework or Associate's degree, and 13.29% have degrees of any other variety.

LCAP Highlights

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

The Key features from this year's LCAP are as follows. We successfully introduced the MAP Growth assessment for all grade levels in Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data.

We focused our professional development on 1) Culturally Relevant Teaching in order to support rigor and relationships in our school, 2) Data analysis to ensure growth for all students and subgroups, 3) Schoolwide goal of 3.4B Monitoring student learning during instruction: Feedback to Students PUC Wide TDS Goal 4.2C Shared commitment: Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning and 4) English Language Development Standards and Instruction under direction of our English Learner Coordinator.

Having completed our anti-bullying roll-out, we shifted our focus to the broader realm of social emotional learning. We implemented social emotional learning, No Bully, and restorative justice practices in order to support the growth of the whole child and positive school culture.

PUC Santa Rosa set CAASPP achievement goals based on data for 50% overall Meets and Exceeds in Math and ELA. Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success."

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This

may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In reviewing progress, the school has a number of areas to celebrate. Of the data reported on the CA School Dashboard, PUC Santa Rosa achieved a high level of EL Progress (78%). In Basic Services, all teachers are appropriately assigned. Facilities are well repaired and maintained and in good standing order. All students have access to instructional materials, all courses, and intervention, including expanded access to instructional technology. In Implementation of Academic Standards, professional development was expanded and improved in order to meet teacher needs in improving instruction. Another highlight of the year was parent engagement. The school offered parent education classes, conducted school advisory committee meetings, and engaged parents through family events such as student-led conferences. Parent survey 16-17 shows strong satisfaction as evidenced by level 3 or higher on a four point scale. 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 16-17.

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

Greatest Needs

Of the data provided on the state dashboard, the school has identified the following as areas of greatest need: ELA (27% Meets and Exceeds) and Mathematics ((37% Meets and Exceeds) achievement and suspension rate (3.2%). In order to address the areas of greatest need, the school will implement small group instruction as well as instructional technology for intervention within and outside of the school day, utilizing data from MAP Growth assessments to inform planning of intervention and engage stakeholders in goal setting. In order to reduce the suspension rate, the school will increase support for positive behavior intervention supports and utilize alternatives to suspension and restorative justice approaches whenever possible.

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

The school has no performance gaps based on data currently available on CA Dashboard.

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

Increased or Improved Services

The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 88.51% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided. Design Principles PUC schools are high achievement/high support schools that demonstrate high levels of success. All PUC schools are committed to graduating all students, including those who are academically struggling, while simultaneously preparing all students for college-ready standards and success. Our schools feature a rigorous college-preparatory program of study beginning in sixth grade that includes enrollment in college classes by the senior year in high school. Each school is characterized by a strong college-going culture. The following design principles were honored and put into practice at the University Park Campus School, a school that has consistently demonstrated holding power for students who enter academically behind while achieving college-readiness for all. UPCS is one school that exemplifies these design principles which capture the critical elements of a board range of high achievement/ high support school designs. At PUC Schools we seek to achieve the same level of success as University Park Campus School through alignment to the same core design principles. DESIGN AREA 1: ACADEMIC PROGRAM An Untracked Academic Program that prepares Every Student for College Work Our powerful educational program enables every student to graduate fully prepared for college work. Beginning in grade 6, all students pursue a rigorous college-preparatory curriculum. At the same time, instruction is individualized to connect to each student's particular level of development – including English language learners and special education students. There is no tracking. Instead, there are small classes, supportive relationships with faculty, and extended instructional periods. The middle school curriculum focuses on literacy to address the significant academic and English- language skill gaps of entering students and prepare them for the demanding high school program. A rich and varied arts curriculum is infused into the academic program for all students. At the high school level, the academic program is augmented by student enrollment in college classes. 1. Honors-level program of study for all 2. Standards-based curriculum that holds all students to high expectations 3. Engaging instruction that emphasizes learning through inquiry 4. Academic catch-up program combining basic skills with advanced

concepts 5. Differentiated instruction that meets the learning needs of each student 6. Immersion for English language learners and inclusion for special education students 7. School-wide literacy program across the curriculum 8. Daily schedule and yearly calendar structured to extend learning 9. Scaffolded exposure to college- level instruction and college courses DESIGN AREA 2: SCHOOL CULTURE A School Culture that Won't Allow Any Student to Fail While the careful design of the academic program is important, it is not the sole driver of student success. Achieving the mission depends equally upon establishing a school community in which everyone shares a deep commitment to one another's success. At PUC Schools, collaboration is the norm. Faculty, students, families, and community partners work together to solve problems and improve results. Teachers and students are empowered to take risks and are not afraid to admit mistakes or ask for help. Such an environment encourages effort and persistence from even the most discouraged learners who enter the school. This demanding but nurturing culture sets PUC Schools apart from other schools that provide a rigorous college-preparatory curriculum for underserved students but lose many students who are discouraged by the academic difficulty. PUC's holding power- its ability to deliver a rigorous college- preparatory program without significant attrition- is perhaps its most note worthy accomplishment. 1. Clear student behavioral norms based on professional norms 2. Formal introduction and mentoring of new students 3. Faculty commitment to "break down" complex material 4. Multiple modes of academic support 5. Consistent adult modeling of core values 6. Faculty commitment to motivate and inspire students 7. Construction of peer culture that supports each other's success 8. Family involvement that supports student success 9. University partnership that reinforces college-going culture DESIGN AREA 3: ORGANIZATIONAL PRACTICES Formal Organizational Practices that Support the Academic Program and School Culture PUC has implemented a set of formal organizational practices that support the execution of the academic program and sustain the culture of excellence. These practices allow staff to maintain a disciplined focus on mission and results while building the organization's capacity to adapt to new circumstances and learn from mistakes. 1. Data- driven approach to curriculum, instruction, and school design 2. Hiring and development of faculty with skills and values to fulfill school mission 3. Shared leadership and collective decision-making 4. Student role in shaping school direction 5. Use of external standards to prevent erosion of internal standards 6. Development of common tools to ensure consistent academic expectations 7. Multi-faceted staff development that continuously improves teaching quality 8. Use of school- wide literacy program to focus staff on achieving school mission 9. Formal organizational arrangements that maximize college and university partnerships 10. Deployment of staff and other resources in flexible and creative ways 11. Leaders who serve as "keepers of the flame," reinforcing mission and culture In addition to the fact that our overall program is designed to address the needs of our principally low income student population, specific services and actions are dedicated to English Learners and Foster Youth: In order to meet the needs of English Learners, PUC SANTA ROSA has allocated funds for an English Learner Coordinator to provide resources and staff development in English Language Development Standards and Integrated and Designated ELD supports.

Budget Summary

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

| DESCRIPTION | AMOUNT |
|---|-------------|
| Total General Fund Budget Expenditures for LCAP Year | \$2,392,775 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$708,666 |

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

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

| | |
|---|-------------|
| Total Projected LCFF Revenues for LCAP Year | \$1,936,544 |
|---|-------------|

Annual Update

LCAP Year Reviewed: 2017-18

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

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| CALPADS Annual Credential Report 2017-18 100% | 100% APPROPRIATELY ASSIGNED 70% FULLY CREDENTIALIED |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of instructional program Efficient Recruitment and Hiring Process</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on school administrators to support EL Learners</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Human Resource department ensured proper hiring and placement of credentialed teachers, supervision and staffing of instructional program</p> | <p>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 - 7000-7499 Other - LCFF: \$50,000 1300 Administrators - 1000-1999 Certificated Salaries - LCFF: \$150,000</p> | <p>7400-SHARED COSTS OF DIRECTORS OF TALENT MANAGEMENT, HR, AND IT - 7000-7499 Other - LCFF: \$50,000 1300-ADMINISTRATORS - 1000-1999 Certificated Salaries - LCFF: \$150,000</p> |

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

In order to fully meet this goal, we have maintained a full time credential analyst to work with the Human Resources Team and Recruitment has increased efforts to recruit fully credentialed teachers.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected
Actual

| | | |
|-------------|------------------------|-------------|
| SARC | 2017-18 100% | 100% ACCESS |
|-------------|------------------------|-------------|

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <ul style="list-style-type: none"> • Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources • Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition | <p>4200, 4300, 4350, 4370 - Books&Supplies, instructional materials, and resources for ARTs - 4000-4999 Books and Supplies - LCFF: \$44,070 4100- Textbooks - 4000-4999 Books and Supplies - LCFF: \$15,000</p> | <p>4200,4300,4350,4370- BOOKS AND SUPPLIES, INSTRUCTIONAL MATERIALS - 4000-4999 Books and Supplies - LCFF: \$25,969 4100-TEXTBOOKS - 4000-4999 Books and Supplies - LCFF: \$0</p> |

Analysis

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

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

School worked within its budget to purchase instructional materials and supplies in alignment with the charter petition. Professional development activities were delivered to support quality implementation.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although SANTA ROSA allocated funding for textbooks for the 2017-18 school year, no expenditures were utilized to purchase textbooks. The school utilized teacher created materials and used educational websites to supplement their educational program.

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

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| Expected | Actual |
|---|-------------------------------------|
| <p>Site Inspection Checklist and repair 2017-18 log 90%, 90%, 100%</p> | <p>MONTHLY SITE INSPECTION: 95%</p> |

No current data available:
 BI-ANNUAL FACILITY INSPECTION: ____%
 IDENTIFIED REQUIRED CORRECTIONS: ____%

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing.</p> <p>Operating costs of facilities</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs. • All school facilities are maintained and in good repair | <p>(2%) (Supplemental) 2200 Staffing. Shared costs for facilities associates - 2000-2999 Classified Salaries - LCFF: \$46,818 (supplemental/concentration) 5500, 5600, 5610, 5825 - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p> | <p>2200-STAFFING-SHARED COSTS FOR FACILITIES ASSOCIATES - 2000-2999 Classified Salaries - LCFF: \$46,818 5500,5600,5610,5825- - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p> |

Analysis

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

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

Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them. Based on available data only Monthly Site Inspection action item was met.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 4

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes
 Local Priorities: Specify Implementation of Common Core State Standards (CCSA) A. Implementation 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

| | |
|---|---|
| Milestone documents, instructional 2017-18 scope and sequences, Lesson Plan 100% Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys. | 100% IMPLEMENTATION OF THE CCSS. |
|---|---|

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</p> <p>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1: Math and ELA implemented CCSS for all grades. Teachers participated in Professional Development, trainings and workshops in CA CCSS Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</p> | <p>1300, 1900, (Shared Costs) Staffing of coaches, superintendent of instruction and their aides - 1000-1999 Certificated Salaries - LCFF: \$20,000</p> <p>7400 Covers shared cost of materials - 7000-7499 Other - LCFF: \$5,000</p> <p>7400 Data Team and school information services - 7000-7499 Other - LCFF: \$12,000</p> <p>7400 Information Technology - 7000-7499 Other - LCFF: \$12,000</p> <p>7400 To produce Professional Development Trainings. - 7000-7499 Other - LCFF: \$11,000</p> | <p>1300,1900-SHARED COSTS-STAFFING OF COACHES, SUPERINTENDENT OF INSTRUCTION - 1000-1999 Certificated Salaries - LCFF: \$20,000</p> <p>7400-COVERS SHARED COST OF MATERIALS - 7000-7499 Other - LCFF: \$5,000</p> <p>7400-DATA TEAM AND SCHOOL INFORMATION SERVICES - 7000-7499 Other - LCFF: \$12,000</p> <p>7400-INFORMATION TECHNOLOGY - 1000-1999 Certificated Salaries: \$12,000</p> <p>7400-PRODUCE PROFESSIONAL DEVELOPMENT TRAININGS - 7000-7499 Other - LCFF: \$11,000</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 2: Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS. Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.</p> | <p>5200 (Supplemental) Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> | <p>5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> |

Analysis

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

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

| |
|---|
| <p>Implementation 1: Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans. Implementation 2: Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.</p> |
|---|

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 5

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

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

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Family Meeting agendas and sign- 2017-18 ins, Site Advisory Council agendas and sign ins</p> <p>6 Family Meetings</p> <p>Minimum 2 parents on School Advisory Council</p> <p>3 Parent Engagement Workshops</p> | <p>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p> <p>2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 9 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</p> <p>3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will provide a minimum of 6 Family Meetings</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>FAMILY NIGHTS:</p> <p>September 21- Back to School Night</p> <p>Oct 26- Literacy Night Nov 16- STEM Night Dec 7- Student Led Conference # 1 Jan 25- Science Fair Feb 15- Semester 1 Achievement Awards March 15- Student Led Conference # 2 April 15- PUC LA Family Fest May 17- Community Service Presentation Gala Night June 19 and 20- Achievement Awards</p> | <p>5290 (Supplemental) Meetings-Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> | <p>5290-MEETINGS FOR STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> |

Action 2

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

| | | | |
|---|--|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>SCHOOL ADVISORY COUNCIL MEETINGS:</p> <p>September 26 October 10 November 2 December 14 January 18 February 8 March 8 April 5 May 3 June 7</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> | <p>5290 Meetings-Staff/Parents - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> | <p>5290-MEETINGS FOR STAFF/PARENTS - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,500</p> |
|---|--|--|--|

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>School will engage with outside organization to provide training and development for Parent Engagement.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p> <p>School invested in a Parent Engagement Manager instead of outside organization for delivery of training and development for Parent Engagement.</p> | <p>5860 (Supplemental/concentration) Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> | <p>1900-PARENT COORDINATOR - 1000-1999 Certificated Salaries - LCFF: \$10,000</p> |

Analysis

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

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

In addition to fulfilling the plans for this goal, the school continued to increase publicity for family meetings, including personal phone calls to ensure increased attendance.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal. Funds allocated to parent engagement manager instead of outside organization for delivery of training and development for parent engagement.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>CA ASPP Statewide Assessment Results 2017-18 Meets or exceeds targets for growth</p> | <p>CAASPP RESULTS FOR 2016-2017: ENGLISH LEARNERS: ELA-6%/MATH-12% HISPANIC/LATINO: ELA-25%/MATH-39% SCHOOL WIDE: ELA-25%/MATH-40% SOCIOECONOMIC DISADVANTAGED: ELA-24%/MATH-39% SPECIAL EDUCATION: ELA-6%/MATH-12%</p> |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Implementation of intervention programs (after school, before school, Saturday school, summer school)</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Intervention programs offered: Tutoring Summer Bridge Credit Recovery Math Winter Clinic Instructional technology utilized: TTM Imagine Math Newsela Achieve 3000</p> | <p>(supplemental) 5300 Dues and Memberships (Think Through Math) - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000 Supplemental/concentration) 1100-3600 (staffing for outside of class intervention) - 1000-1999 Certificated Salaries - LCFF: \$8,000 (Supplemental) 4410 (Data tracking tools-illuminate, schoozilla) - 4000-4999 Books and Supplies - LCFF: \$5,000 2900 (ASES Grant) - 2000-2999 Classified Salaries - After School Education & Safety: \$126,000</p> | <p>5300-THINK THROUGH MATH - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,080 1100-3600-STAFFING FOR OUTSIDE OF CLASSROOM INTERVENTION - 1000-1999 Certificated Salaries - LCFF: \$8,000 4410-DATA TRACKING TOOLS-ILLUMINATE, SCHOOLZILLA - 4000-4999 Books and Supplies - LCFF: \$5,000 2900-ASES GRANT - 2000-2999 Classified Salaries - LCFF: \$126,000</p> |

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference between Estimated Actuals and Budgeted Expenditures for Data Tracking Tools such as Illuminate. The cost for TTM was lower than anticipated.

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

In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs.

Goal 7

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

17-18 Update:
 Blue, green, or improving by one color for Color Coded Performance Levels per Sate Accountability System.

State indicators:
 Chronic absenteeism
 Suspension rate (K-12)
 English learner progress,(K-12)
 Graduation rate (9-12)
 College/career
 English language arts (3-8)
 Mathematics (3-8)

State and/or Local Priorities Addressed by this goal:
 State Priorities: 4. Pupil achievement
 Local Priorities: Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and Subgroups.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English Learners and subgroups.</p> | <p>1901 (supplemental) (SHARED COSTS-Staffing of coaches) - 1000-1999 Certificated Salaries - LCFF: \$5,000</p> <p>5200 (supplemental) (Shared Costs) ELD Standards Program Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> | <p>1901-SHARED COSTS-STAFFING OF COACHES - 1000-1999 Certificated Salaries - LCFF: \$5,000</p> <p>5200-SHARED COSTS-ELD STANDARDS PROGRAM PROFESSIONAL DEVELOPMENT - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> |

Analysis

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

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

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

to inform upcoming plans. In addition, teachers participated in Milestones meetings to collaborate on proper scope and sequence of standards and opportunities for intervention.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

We will continue with actions and services for this goal.

Goal 8

Students are on track to be college and career ready.

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| | Expected | Actual |
|-----------------------------|------------------------|--|
| Internal Lexile Data | 2017-18 75 % | 2017-2018 LOCAL LEXILE (OR EQUIVALENT) DATA: ENGLISH LEARNERS: 29% HISPANIC/LATINO: 28% SCHOOL WIDE: 29% SOCIOECONOMIC DISADVANTAGED: 27% SPECIAL EDUCATION: 13% ALSO: FALL 2017 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: RED HISPANIC/LATINO: ORANGE SCHOOL WIDE: ORANGE SOCIOECONOMIC DISADVANTAGED: ORANGE SPECIAL EDUCATION: RED |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Provide Achieve 3000 instruction for all students.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>The school utilized Newsela and Achieve3000 to measure and improve reading and overall literacy</p> | <p>(Supplemental) 4410 Software - 4000-4999 Books and Supplies - LCFF: \$14,000</p> | <p>4410-SOFTWARE - 4000-4999 Books and Supplies - LCFF: \$2,250</p> |

Analysis

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

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

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

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

Actions and services brought growth based on prior years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a \$1,100 difference between the Budgeted Expenditure and the Estimated Actual Expenditures. The cost of Acheive3000 was less than anticipated.

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

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

Goal 9

EL students will advance at least one performance level per 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
 State indicator:
 English Learner Progress (K-12)

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| Expected | | Actual |
|--|--|--|
| CELDT/ ELPAC Annual Report/ Internal Data | 2017-18 75% of all EL students will advance at least one performance level per academic year | HISPANIC/LATINO: 33% SCHOOL-WIDE: 36% SOCIOECONOMIC DISADVANTAGED: 36% SPECIAL EDUCATION: 25% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provide NEWSELA for all students.</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools Programs Implemented: Newsela Integrated ELD Texts in primary language Word Walls and Word Banks Academic Discourse and Student Consultancy protocols School did not meet goal.</p> | <p>4410 - NEWSELA - 4000-4999 Books and Supplies - LCFF: \$4,500</p> | <p>4410-NEWSELA - 4000-4999 Books and Supplies - LCFF: \$1,681</p> |

Analysis

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

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

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

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

Growth occurred in CELDT performance for students taking the CELDT test from one year to the next.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was 50% difference between Budgeted Expenditures and Estimated Actual Expenditures because the cost of the program was much lower due to the number of students using the program.

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

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

Goal 10

EL students will be reclassified as Fluent English Proficient annually.

Update 17-18

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

English Learner Progress

State and/or Local Priorities Addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|--|--|
| CELDT/ ELPac results and reclassification matrix | 2017-18 Higher than district average | 17-18 RECLASSIFICATION RATE: SCHOOL: 6% LAUSD: 20.1% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Standards Professional Development and Materials</p> | <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Coordinator provided organizational and school specific Professional Development. EL Recipe Cards were developed in order to support goal setting, monitoring of goals and su</p> | <p>1300/1900 - Shared costs Staffing of ELD coach - 1000-1999 Certificated Salaries - LCFF: \$5,000</p> | <p>1300.1900-SHARED COSTS STAFFING OF ELD COACH - 1000-1999 Certificated Salaries - LCFF: \$5,000</p> |

Analysis

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

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

School engaged in professional development in ELD Standards.

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

ALTHOUGH THE RESOURCES AND STRATEGIES ARE BRINGING GROWTH, MORE GROWTH IS NEEDED.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 11

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
 Local Priorities: Student: Engagement Pupil engagement as measured by: A. School attendance rates

Annual Measurable Outcomes

| Expected | | Actual |
|-----------------------------------|--------------------------|--|
| Monthly attendance reports | 2017-18 >/=96% | ENGLISH LEARNERS: 95% HISPANIC/LATINO: 95% SCHOOL WIDE: 95% SOCIOECONOMIC DISADVANTAGED: 95% SPECIAL EDUCATION: 94% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools Attendance Personnel/Staffing</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p> | (Supplemental) Supporting pay of Classified Staff 2100, 2400 - 2000-2999 Classified Salaries - LCFF: \$30,000 | 2100,2400-SUPPORT PAY OF CLASSIFIED STAFF - 2000-2999 Classified Salaries - LCFF: \$30,000 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> | (supplemental/concentration) 4350 - 4000-4999 Books and Supplies - LCFF: \$2,000 | 4350-ATTENDANCE INCENTIVES PROGRAM - 4000-4999 Books and Supplies - LCFF: \$2,000 |

| | | | |
|--|---|--|--|
| Students to be Served: All Location: All Schools Attendance Incentives Program | Students to be Served: All Location: All Schools Attendance incentives for 17-18: Weekly free dress Tardy and Attendance Challenges among cohorts Attendance pop up incentives Monthly awards School approached but did not meet the goal. | | |
|--|---|--|--|

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NO MATERIAL DIFFERENCES BETWEEN BUDGETED EXPENDITURES AND ESTIMATED ACTUAL EXPENDITURES.

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

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

Goal 12
 School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.
 Update 17-18:
 Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.
 State indicator:
 Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
 Local Priorities: Student Engagement Pupil engagement as measured by: B. Chronic Absenteeism rates

Annual Measurable Outcomes

| | Expected | Actual |
|----------------------------------|--|--|
| Monthly Attendance Report | 2017-18 92% of students < 3 unexcused absences | 65% OF STUDENTS HAD <3 UNEXCUSED ABSENCES. |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|-------------------------------|
| For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All | For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All | See GOAL #11 - 2000-2999 Classified Salaries - LCFF: \$0 | SEE GOAL 11: \$0 |

| | |
|---|--|
| Location: All Schools See GOAL #11 | Location: All Schools Attendance incentives for 17-18: Weekly free dress Tardy and Attendance Challenges among cohorts Attendance pop up incentives Monthly awards School did not meet goal. |
|---|--|

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SEE GOAL 11

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

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

Goal 13 School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: C. Middle school dropout rates

Annual Measurable Outcomes

| | Expected | Actual |
|----------------|---|---|
| CALPADS | <p>2017-18 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</p> | <p>2016-2017: 86% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.</p> <p>2017-2018: 88% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR. NOTE: Data Entry represents % of 6th-7th grade students enrolled >10 days in 2016-17 who have a 7th-8th grade enrollment record >10 days for 2017-18.</p> |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools Social Emotional Counseling Services</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools The school, student and families</p> | <p>(supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) - 1000-1999 Certificated Salaries - LCFF: \$16,912 4300 - 4000-4999 Books and Supplies - LCFF: \$1,000</p> | <p>1300.1900-SHARED COSTS CLINICAL COUNSELING STAFF - 1000-1999 Certificated Salaries - LCFF: \$16,912 4300-SOCIAL EMOTIONAL INTERVENTIONS - 4000-4999 Books and Supplies - LCFF: \$1,000</p> |

| | | | |
|---|--|--|--|
| Social Emotional Interventions: Family Support Meetings Incentives Student and Family Engagement | work diligently to provide an engaging and supportive environment in order for students to matriculate. Attendance incentives for 17-18: Weekly free dress Tardy and Attendance Challenges among cohorts Attendance pop up incentives Monthly awards | | |
|---|--|--|--|

Analysis

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

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

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

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

School nearly met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NO MATERIAL DIFFERENCES BETWEEN BUDGETED EXPENDITURES AND ESTIMATED ACTUAL EXPENDITURES.

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

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

Goal 14

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

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

State indicator:
Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All | For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All | (supplemental/concentration) (shared costs) Staffing Discipline Unit 2200/2400 - 2000-2999 Classified Salaries - LCFF: \$10,000 (supplemental/Concentration) | 2200,2400-SHARED COSTS-STAFFING DISCIPLINE UNIT - 2000-2999 Classified Salaries - LCFF: \$10,000 4300-MATERIALS - |

| | | | |
|---|--|---|--|
| Location: All Schools Training for Teachers, Leaders, and Families in Restorative Justice and Relational interventions, Bully Intervention | Location: All Schools School provided training for teachers, leaders and families in Restorative Justice and Relational Interventions, Bully Intervention. School is meeting its goal. | (materials) 4300 - 4000-4999 Books and Supplies - LCFF: \$3,000 (supplemental/concentration) (program) 5860 Instructional Consultants - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000 | 4000-4999 Books and Supplies - LCFF: \$3,000 5860-INSTRUCTIONAL CONSULTANT - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,000 |
|---|--|---|--|

Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CLASSIFIED SALARIES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
 BOOKS AND SUPPLIES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
 INSTRUCTIONAL CONSULTANT: There was a material difference between Budgeted Expenditure and Estimated Actual because the cost of Instructional Consultant was less than originally anticipated.

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

School will continue with the programs and trainings.

Goal 15

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools | For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools | See Goal #14: \$0 | SEE GOAL #14: \$0 |

| | | | |
|--------------|---|--|--|
| See Goal #14 | Implemented for 17-18: Carrots and Sticks No Bully ACES Test Santa Rosa Restorative Justice Practices School is meeting its goal. | | |
|--------------|---|--|--|

Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SEE GOAL #14

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

School will continue with the programs and trainings.

Goal 16

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average 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 Priorities: 6. School climate
Local Priorities: School Climate as measured by: C. School Connectedness

Annual Measurable Outcomes

| | Expected | Actual |
|----------------------------------|---|--|
| Student and Family Survey | 2017-18 average approval rating of a \geq level 3 | ANNUAL STAKEHOLDER SATISFACTION SURVEY: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 49% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 79% TEACHER SURVEY: APPROVAL RATING - LEVEL 3.8 RESPONSE RATE - 100% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| For Actions/Services not included as contributing to meeting Increased or | For Actions/Services not included as contributing to meeting Increased or | (supplemental) 5200 (conferences for leaders) - | 5200-CONFERENCES FOR LEADERS - 5000-5999 |

| | | | |
|--|---|--|--|
| <p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Orientation</p> <p>Back to School Night</p> <p>Student Led Conferences</p> <p>Celebration of Learning</p> <p>School Advisory Council Meeting</p> <p>Coffee with the Principal</p> <p>Parent Meetings/Committees</p> <p>Family Nights</p> <p>Content Nights</p> <p>Training for Leaders on Parent Engagement</p> | <p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School provided the following opportunities: Parent Orientation Back to School Night Student Led Conferences Celebration of learning School Advisory Council meeting Coffee with the principal Parent Meetings/Committees Family Nights Content Nights</p> <p>School is meeting its goal.</p> | <p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p> | <p>Services and Other Operating Expenses - LCFF: \$1,823</p> |
|--|---|--|--|

Analysis

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

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

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditure for conferences was over \$1000 less than budgeted because the number of staff scheduled to attend conferences was less than first anticipated.

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 17

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities: 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. §4438.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 7-12: English, social science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220 (a)- (l))

Annual Measurable Outcomes

| | Expected | Actual |
|---|----------|-----------------------------------|
| <p>Course Offerings, Student Master Schedule</p> <p>2017-18 100%</p> | | <p>COURSE ACCESS: 100%</p> |

Actions / Services

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

Action 1

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

| | | | |
|---|--|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Creation of Student Master Schedule • Course Offerings • Inclusion support for students with IEPs who are also EL and LI to ensure course access | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As a small school, each student has a schedule that ensures all courses are offered and taken. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p> | <p>(supplemental) (shared costs) 1300/1900 (inclusion coach staffing) - 1000-1999 Certificated Salaries - LCFF: \$16,000 SEE GOAL 1: \$0</p> | <p>SHARED COSTS- 1300,1900-INCLUSION COACH STAFFING - 1000-1999 Certificated Salaries - LCFF: \$16,000 SEE GOAL #1: \$0</p> |
|---|--|--|---|

Analysis

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

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

Superintendent supports creation of Master Schedule to ensure 100% of students have course access. School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

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

Goal 18

All students will have access to ELA and Math Intervention

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities: Pupil outcomes, if available, in the subject areas described in E. C.. §51210 (a)- (i), inclusive, of §51220, as applicable B. ELA intervention C. Math Intervention

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>Intervention Master Schedule, RTI 2017-18 100% of identified students in need</p> | <p>100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.</p> |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|------------------------------|--------------------------------|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students will access available student intervention and support early in the</p> | <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided interventions</p> | <p>SEE GOAL 6 and 7: \$0</p> | <p>See Goal 6 & 7: \$0</p> |

| | | | |
|---|---|--|--|
| <p>academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p> | <p>programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Instructional Technology for ELA: Newsela Achieve 3000 Instructional Technology for Math: TTM Imagine Math Intervention Programs: Tutoring Summer Bridge Credit Recovery Math Winter Clinic</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 is providing opportunity for intervention. School works to ensure intervention occurs both in class and outside of class (Saturday and/or after school).

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal 6 & 7

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

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

- March 8, 2018 This meeting allowed participants to become familiar with current year LCAP and ask questions.
- May 30, 2018—Site Advisory Council LCAP Stakeholder Input Meeting The school hosted a School Advisory Council focused on LCAP and Annual Update. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection questions included: What do you see in the plan that you agree with and that aligns with your own priorities? What, if any, recommendations do you have for changes to the goal(s) and spending within this state priority?
- June 4, 2018-- Superintendent Review of Stakeholder Feedback The PUC Superintendents met to analyze stakeholder feedback gathered from May 30 meeting. Superintendents considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Superintendents also planned to engage stakeholders at the next opportunity by summing up the themes of this input and next steps based on stakeholder recommendations.
- June 20, 2018-- The school's Board of Directors reviewed and approved the LCAP.

Impact on LCAP and Annual Update

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

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

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Modified Action | Unchanged Action | Unchanged Action |
| Supervision and staffing of instructional program Efficient Recruitment and Hiring Process All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate | Supervision and staffing of instructional program Efficient Recruitment and Hiring Process All core teacher candidates screened for employment | Supervision and staffing of instructional program Efficient Recruitment and Hiring Process All core teacher candidates screened for employment |

| | | |
|--|--|--|
| English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. Focus on school administrators to support EL Learners | 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 school administrators to support EL Learners | 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 school administrators to support EL Learners |
|--|--|--|

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$50,000 | \$50,000 | \$50,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Other; Covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups | Other; Covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups | Other; 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 | \$150,000 | \$150,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; 1300 Administrators | Certificated Salaries; 1300 Administrators | Certificated Salaries; 1300 Administrators |

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

Modified Goal

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

All students have access to Standards-aligned instructional materials.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

| | |
|---|--|
| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools |
|---|--|

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| | | |

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS. | Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS. | Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$44,070 | \$85,000 | \$85,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; 4200, 4300, 4350, 4370 - Books&Supplies, instructional materials, and resources for ARTs | Books and Supplies; 4200, 4300, 4350, 4370 - Books&Supplies, instructional materials, and resources for ARTs | Books and Supplies; 4200, 4300, 4350, 4370 - Books&Supplies, instructional materials, and resources for ARTs |
| Amount | \$15,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; 4100- Textbooks | Books and Supplies; 4100- Textbooks | Books and Supplies; 4100- Textbooks |

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

Unchanged Goal

Goal 3
Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

State and/or Local Priorities Addressed by this goal:

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating costs of facilities | Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating costs of facilities. | Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating costs of facilities. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$46,818 | \$47,754 | \$48,709 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; (2%) (Supplemental) 2200 Staffing. Shared costs for facilities associates | Classified Salaries; (2%)(Supplemental) 2200 Staffing. Shared costs for facilities associates | Classified Salaries; (2%) (Supplemental) 2200 Staffing. Shared costs for facilities associates |
| Amount | \$30,000 | \$30,000 | \$30,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; (supplemental/concentration) 5500, 5600, 5610, 5825 | Services and Other Operating Expenses; 5500, 5600, 5610, 5825 Shared Costs for Facilities | Services and Other Operating Expenses; 5500, 5600, 5610, 5825 Shared Costs for Facilities |

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

Modified Goal

Goal 4

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes
Local Priorities: Specify _Implementation of Common Core State Standards (CCSA) A. Implementation 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 Sequence, Agendas, sign-ins and surveys. | 100% | 100% | 100% | 100% |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

| | | |
|---|---|--|
| <p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <input type="text"/> | <p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input type="text"/> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input type="text"/> |
|---|---|--|

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. | Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. | Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. |
| Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS. | Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS. | Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$20,000 | \$20,000 | \$20,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; 1300, 1900, (Shared Costs) Staffing of coaches, superintendent of instruction and their aides | Certificated Salaries; 1300, 1900, (Shared Costs) Superintendents and their aides | Certificated Salaries; 1300, 1900, (Shared Costs) Staffing of coaches, superintendents and their aides |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Other; 7400 Covers shared cost of materials | Other; Covers shared cost of materials | Other; Covers shared cost of materials |
| Amount | \$12,000 | \$12,000 | \$12,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Other; 7400 Data Team and school information services | Other; 7400 Data Team and school information services | Other; 7400 Data Team and school information services |
| Amount | \$12,000 | \$12,000 | \$12,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Other; 7400 Information Technology | Other; 7400 Information Technology | Other; 7400 Information Technology |
| Amount | \$11,000 | \$11,000 | \$11,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Other; 7400 To produce Professional Development Trainings. | Other; 7400 To produce Professional Development Trainings. | Other; 7400 To produce Professional Development Trainings. |

Action 2

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

| | |
|---|--|
| <p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <input type="text" value="All"/> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input type="text" value="All Schools"/> |
|---|--|

OR

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

| | | |
|-------------------------------|---------------------------|---------------------|
| Students to be Served: | Scope of Services: | Location(s): |
|-------------------------------|---------------------------|---------------------|

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

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

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

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

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

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; 5200 (Supplemental) Professional Development | Services and Other Operating Expenses; 5200 (Supplemental) Professional Development | Services and Other Operating Expenses; 5200 (Supplemental) Professional Development |

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

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/> | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/> | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/> |
|--|--|---|

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| School will provide a minimum of 6 Family Meetings | School will provide a minimum of 6 Family Meetings | School will provide a minimum of 6 Family Meetings |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,500 | \$2,500 | \$2,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; 5290 (Supplemental) Meetings-Staff/Parents | Services and Other Operating Expenses; 5290 (Supplemental) Meetings-Staff/Parents | Services and Other Operating Expenses; 5290 (Supplemental) Meetings-Staff/Parents |

Action 2

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

| | |
|--|---|
| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="All"/> | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/> |
|--|---|

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/> | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/> | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/> |
|--|--|---|

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| 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. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$2,500 | \$2,500 | \$2,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; 5290 Meetings-Staff/Parents | Services and Other Operating Expenses; 5290 Meetings-Staff/Parents | Services and Other Operating Expenses; 5290 Meetings- Staff/Parents |

Action 3

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

| | |
|---|---|
| Students to be Served: <input type="text"/> | Location(s): <input type="text"/> |
|---|---|

(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All All Schools

OR

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

| | | |
|--|--|---|
| <p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> | <p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|---|--|--|
| Unchanged Action | Modified Action | Modified Action |
| School will engage with outside organization to provide training and development for Parent Engagement. | Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan. | Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$10,000 | \$10,000 | \$10,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; 5860 (Supplemental/concentration) Instructional Consultants | Certificated Salaries; 1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER | Certificated Salaries; 1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER |

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

Modified Goal

Goal 6

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

State and/or Local Priorities Addressed by this goal:

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

Action 1

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

| | |
|--|---|
| <p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> |
| <input type="text" value="All"/> | <input type="text" value="All Schools"/> |

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/> | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/> | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/> |
|--|--|---|

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Implementation of intervention programs (after school, before school, Saturday school, summer school) | Implementation of intervention programs (after school, before school, Saturday school, summer school) | Implementation of intervention programs (after school, before school, Saturday school, summer school) |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$8,000 | \$8,000 | \$8,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; (supplemental) 5300 Dues and Memberships (Think Through Math) | Books and Supplies; 4410-TTM & 50% NWEA MAP | Books and Supplies; 4410-TTM & 50% NWEA MAP |
| Amount | \$8,000 | \$8,000 | \$8,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; Supplemental/concentration) 1100-3600 (staffing for outside of class intervention) | Certificated Salaries; Supplemental/concentration) 1100-3600 (staffing for outside of class intervention) | Certificated Salaries; Supplemental/concentration) 1100-3600 (staffing for outside of class intervention) |
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; (Supplemental) 4410 (Data tracking tools-illuminate, schoozilla) | Books and Supplies; (Supplemental) 4410 (Data tracking tools-illuminate, schoozilla) | Books and Supplies; (Supplemental) 4410 (Data tracking tools-illuminate, schoozilla) |
| Amount | \$126,000 | \$126,000 | \$126,000 |
| Source | After School Education & Safety | After School Education & Safety | After School Education & Safety |
| Budget Reference | Classified Salaries; 2900 (ASES Grant) | Classified Salaries; 2900 (ASES Grant) | Classified Salaries; 2900 (ASES Grant) |

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

| | |
|---------------|---|
| Goal 7 | Modified Goal School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. 17-18 Update: Blue, green, or improving by one color for Color Coded Performance Levels per Sate Accountability System. State indicators: Chronic absenteeism Suspension rate (K-12) English learner progress,(K-12) Graduation rate (9-12) College/career English language arts (3-8) Mathematics (3-8) |
|---------------|---|

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
 Local Priorities: Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

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 | School-wide MET <ul style="list-style-type: none"> • Latio (MET) • EL (not MET) • Special Education (N/A) • Socio-economically Disadvantaged (MET) | Growth to be determined | Growth Target to be determined | Growth Target to be determined |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and Subgroups. | Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and Subgroups. | Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and Subgroups. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$5,000 | \$5,000 | \$5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; 1901 (supplemental) (SHARED COSTS- Staffing of coaches) | Certificated Salaries; 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES | Certificated Salaries; 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES |
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; 5200 (supplemental) (Shared Costs) ELD Standards Program Professional Development | Services and Other Operating Expenses; 5200 (supplemental) (Shared Costs) ELD Standards Program Professional Development | Services and Other Operating Expenses; 5200 (supplemental) (Shared Costs) ELD Standards Program Professional Development |

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

Unchanged Goal

Goal 8

Students are on track to be college and career ready.

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measure 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 | N/A | 75 % | 75% | 75% |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Modified Action | Modified Action |
| Provide Achieve 3000 instruction for all students. | Provide NEWSELA or other instructional technology for all students | Provide NEWSELA or other instructional technology for all students |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$14,000 | \$3,000 | \$3,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; (Supplemental) 4410 Software | Books and Supplies; 4410 NEWSELA OR OTHER Software | Books and Supplies; 4410 NEWSELA OR OTHER Software |

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

| |
|---|
| Modified Goal |
| EL students will advance at least one performance level per CELDT/ELPAC each academic year. |
| Update 17-18 |
| Goal 9 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 Priorities: 4. Pupil achievement Local Priorities: Student Achievement/ Pupil Achievement as measured by: C. College and Career Ready |
|--|

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

| |
|--|
| |
|--|

Location(s):

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

| |
|--|
| |
|--|

OR

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

Students to be Served:

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

| |
|------------------|
| English Learners |
|------------------|

Scope of Services:

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

| |
|----------|
| LEA-wide |
|----------|

Location(s):

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

| |
|-------------|
| All Schools |
|-------------|

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Modified Action | Modified Action | Modified Action |
| Provide NEWSELA for all students. | Provide NWEA MAP for all students. | Provide NWEA MAP for all students. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------------------|--|--|
| Amount | \$4,500 | \$4,500 | \$4,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; 4410 - NEWSELA | Books and Supplies; 4410 - 50% NWEA MAP | Books and Supplies; 4410 - 50% NWEA MAP |

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

| |
|---|
| Modified Goal |
| EL students will be reclassified as Fluent English Proficient annually. |
| Goal 10 |
| Update 17-18 |
| Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard. |
| English Learner Progress |

State and/or Local Priorities Addressed by this goal:

| |
|--|
| State Priorities: Local Priorities: |
|--|

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/ ELPAC results and reclassification matrix | Higher than district average | Higher than district average | Higher than district average | Higher than district average |

Planned Actions / Services

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

Action 1

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

| | |
|--|---|
| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| <input type="text"/> | <input type="text"/> |

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| <input type="text" value="English Learners"/> | <input type="text" value="LEA-wide"/> | <input type="text" value="All Schools"/> |

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|---|---|
| Unchanged Action | Modified Action | Modified Action |
| ELD Standards Professional Development and Materials | ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings. | ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings. |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$5,000 | \$4,500 | \$4,500 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; 1300/1900 - Shared costs Staffing of ELD coach | Certificated Salaries; 1300- ELD TEACHER LEADER STIPENDS | Certificated Salaries; 1300- ELD TEACHER LEADER STIPENDS |
| Amount | \$0 | \$1,500 | \$1,500 |
| Source | | LCFF | LCFF |

| | | | |
|------------------|-----|---|---|
| Budget Reference | ; | Books and Supplies; 4300-ELD CURRICULUM | Books and Supplies; 4300-ELD CURRICULUM |
| Amount | \$0 | \$1,500 | \$1,500 |
| Source | | LCFF | LCFF |
| Budget Reference | | Services and Other Operating Expenses; 5200-EXTERNAL ELD TRAININGS | Services and Other Operating Expenses; 5200-EXTERNAL ELD TRAININGS |

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

Goal 11

Modified Goal

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

Update 17-18

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

State indicator:
Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities: Student: Engagement Pupil engagement as measured by: A. School attendance rates

Identified Need:

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------------|---|---------|---------|---------|
| Monthly attendance reports | 95.45% <ul style="list-style-type: none"> Latino (95.53%) EL (94.95%) Special Education (94.90%) Socio-economically Disadvantaged (95.52%) | >=96% | >=96% | >=96% |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Attendance Personnel/Staffing | Attendance Personnel/Staffing | Attendance Personnel/Staffing |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$30,000 | \$30,000 | \$30,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400 | Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400 | Classified Salaries; (Supplemental) Supporting pay of Classified Staff 2100, 2400 |

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Attendance Incentives Program | Attendance Incentives Program | Attendance Incentive Program |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; (supplemental/concentration) 4350 | Books and Supplies; (supplemental/concentration) 4350 | Books and Supplies; (supplemental/concentration) 4350 |

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

Modified Goal

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

Goal 12

Update 17-18:

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

State indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: B. Chronic Absenteeism rates

Identified Need:

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

Expected Annual Measurable Outcomes

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

| | | | | |
|---------------------------|---------|--|--|--|
| Monthly Attendance Report | No Data | 92% of students < 3 unexcused absences | 94% of students < 3 unexcused absences | 96% of students < 3 unexcused absences |
|---------------------------|---------|--|--|--|

Planned Actions / Services

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

Action 1

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

| | |
|--|---|
| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| All | All Schools |

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| | | |

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| See GOAL #11 | See GOAL #11 | See GOAL #11 |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount | \$0 | \$0 | \$0 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; See GOAL #11 | Classified Salaries; See GOAL #11 | Classified Salaries; See GOAL #11 |

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

Unchanged Goal

Goal 13 School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

State and/or Local Priorities Addressed by this goal: State Priorities: 5. Pupil engagement
Local Priorities: Student Engagement Pupil engagement as measured by: C. Middle school dropout rates

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|-------------------------|---|---|---|
| CALPADS | 95% 7th grade retention | 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year. | 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year. | 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year. |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| 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 |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$16,912 | \$16,912 | \$16,912 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; (supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) | Certificated Salaries; (supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) | Certificated Salaries; (supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) |
| Amount | \$1,000 | \$1,000 | \$1,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; 4300 | Books and Supplies; 4300 | Books and Supplies; 4300 |

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

Modified Goal

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

Update 17-18:

Goal 14 Blue, green, or improving by one color for Color Coded Performance Levels per the California School Dashboard.

State indicator:

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities: 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 | (2012-2013) 6% <ul style="list-style-type: none"> Latino (7.5%) EL (0%) Special Education (0.4%) Socio-economically Disadvantaged (7.1%) | ≤ 3% | ≤ 2% | ≤ 2% |
|---------|---|------|------|------|

Planned Actions / Services

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

Action 1

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

| | |
|--|---|
| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| <input type="text" value="All"/> | <input type="text" value="All Schools"/> |

OR

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

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Training for Teachers, Leaders, and Families in Restorative Justice and Relational interventions, Bully Intervention | Training for Teachers, Leaders, and Families in Restorative Justice and Relational interventions, Bully Intervention | Training for Teachers, Leaders, and Families in Restorative Justice and Relational interventions, Bully Intervention |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$10,000 | \$6,000 | \$6,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Classified Salaries; (supplemental/concentration) (shared costs) Staffing Discipline Unit 2200/2400 | Classified Salaries; (supplemental/concentration) (shared costs) Staffing Discipline Unit 2200/2400 | Classified Salaries; (supplemental/concentration) (shared costs) Staffing Discipline Unit 2200/2400 |
| Amount | \$3,000 | \$4,000 | \$4,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Books and Supplies; (supplemental/Concentration) (materials) 4300 | Books and Supplies; (supplemental/Concentration) (materials) 4300 | Books and Supplies; (supplemental/Concentration) (materials) 4300 |
| Amount | \$8,000 | \$9,000 | \$9,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; (supplemental/concentration) (program) 5860 Instructional Consultants | Services and Other Operating Expenses; (supplemental/concentration) (program) 5860 Instructional Consultants | Services and Other Operating Expenses; (supplemental/concentration) (program) 5860 Instructional Consultants |

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

| |
|--|
| Unchanged Goal |
| Goal 15: Less than or equal to 1% of students will be expelled |

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities: 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) 6% <ul style="list-style-type: none"> Latino (7.5%) EL (0%) Special Education (0.4%) Socio-economically Disadvantaged (7.1%) | ≤1% | ≤1% | ≤1% |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

See Goal #14

2018-19

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

Unchanged Action

See Goal #14

2019-20

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

Unchanged Action

See Goal #14

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------|-------------------|-------------------|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | ; See Goal #14 | ; See Goal #14 | ; See Goal #14 |

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

Modified Goal

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average 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

Goal 16

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Parent Satisfaction

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------|----------|---|---|---|
| Student and Family Survey | No DATA | average approval rating of a \geq level 3 | average approval rating of a \geq level 3 | average approval rating of a \geq level 3 |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

| 2017-18 Select from New Action, Modified Action, or Unchanged Action: | 2018-19 Select from New Action, Modified Action, or Unchanged Action: | 2019-20 Select from New Action, Modified Action, or Unchanged Action: |
|--|--|--|
| Unchanged Action | Unchanged Action | Unchanged Action |
| Parent Orientation | Parent Orientation | Parent Orientation |
| Back to School Night | Back to School Night | Back to School Night |
| Student Led Conferences | Student Led Conferences | Student Led Conferences |
| Celebration of Learning | Celebration of Learning | Celebration of Learning |
| School Advisory Council Meeting | School Advisory Council Meeting | School Advisory Council Meeting |
| Coffee with the Principal | Coffee with the Principal | Coffee with the Principal |
| Parent Meetings/Committees | Parent Meetings/Committees | Parent Meetings/Committees |
| Family Nights | Family Nights | Family Nights |
| Content Nights | Content Nights | Content Nights |
| Training for Leaders on Parent Engagement | Training for Leaders on Parent Engagement | Training for Leaders on Parent Engagement |

Budgeted Expenditures

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$3,000 | \$3,000 | \$3,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Services and Other Operating Expenses; (supplemental) 5200 (conferences for leaders) | Services and Other Operating Expenses; (supplemental) 5200 (conferences for leaders) | Services and Other Operating Expenses; (supplemental) 5200 (conferences for leaders) |

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

Unchanged Goal

Goal 17

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
 Local Priorities: 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. 4438.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 7-12: English, social science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220 (a)-(l))

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

- Creation of Student Master Schedule
- Course Offerings
- Inclusion support for students with IEPs who are also EL and LI to ensure course access

2018-19

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

Unchanged Action

- Creation of Student Master Schedule
- Course Offerings
- Inclusion support for students with IEPs who are also EL and LI to ensure course access

2019-20

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

Unchanged Action

- Creation of Student Master Schedule
- Course Offerings
- Inclusion support for students with IEPs who are also EL and LI to ensure course access

Budgeted Expenditures

2017-18

2018-19

2019-20

| | | | |
|------------------|---|--|--|
| Amount | \$16,000 | \$8,000 | \$8,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Certificated Salaries; (supplemental) (shared costs) 1300/1900 (inclusion coach staffing) | Certificated Salaries; 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION | Certificated Salaries; 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION |
| Amount | \$0 | \$15,000 | \$15,000 |
| Source | | LCFF | LCFF |
| Budget Reference | ; SEE GOAL 1 | Classified Salaries; 2200-STAFFING OF COLLEGE COUNSELOR | Classified Salaries; 2200-STAFFING OF COLLEGE COUNSELOR |

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

Unchanged Goal

Goal 18

All students will have access to ELA and Math Intervention

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities: Pupil outcomes, if available, in the subject areas described in E. C. 51210 (a)- (i), inclusive, of 51220, as applicable B. ELA intervention C. Math Intervention

Identified Need:

Intervention to support achievement.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|----------|-------------------------------------|-------------------------------------|-------------------------------------|
| Intervention Master Schedule, RTI | 100% | 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 LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

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)

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

2017-18

2018-19

2019-20

| | | | |
|------------------|-----------------------|-----------------------|-----------------------|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | ; SEE GOAL 6 and 7 | ; SEE GOAL 6 and 7 | ; SEE GOAL 6 and 7 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

| | | | |
|---|-----------|---|--------|
| Estimated Supplemental and Concentration Grant Funds: | \$434,716 | Percentage to Increase or Improve Services: | 32.61% |
|---|-----------|---|--------|

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

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

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of **88.51%** and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

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

Specifically, the PUC Santa Rosa Charter Academy is providing resources to:

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

LCAP Year: **2017-18**

| | | | |
|---|-----------|---|--------|
| Estimated Supplemental and Concentration Grant Funds: | \$475,555 | Percentage to Increase or Improve Services: | 33.99% |
|---|-----------|---|--------|

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.

Expenditure Summary

| Budget Category | Expenditures by Budget Category | | | |
|-----------------|---------------------------------|--------------------|------|------|
| | 2017 Annual Update | 2017 Annual Update | 2018 | 2019 |
| | | | | |

| | Budgeted | Estimated Actual | | |
|---|-----------|------------------|-----------|-----------|
| All Budget Categories | \$680,300 | \$608,533 | \$708,666 | \$709,621 |
| 1000-1999 Certificated Salaries | 220,912 | 230,912 | 222,412 | 222,412 |
| 2000-2999 Classified Salaries | 212,818 | 212,818 | 224,754 | 225,709 |
| 4000-4999 Books and Supplies | 88,570 | 40,900 | 119,000 | 119,000 |
| 5000-5999 Services and Other Operating Expenses | 68,000 | 45,903 | 52,500 | 52,500 |
| 7000-7499 Other | 90,000 | 78,000 | 90,000 | 90,000 |

Expenditures by Funding Source

| Funding Source | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual | 2018 | 2019 |
|--|-----------------------------|-------------------------------------|-----------|-----------|
| All Funding Sources | \$680,300 | \$608,533 | \$708,666 | \$709,621 |
| After School Education & Safety | 126,000 | 0 | 126,000 | 126,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 544,800 | 603,533 | 570,666 | 571,621 |
| LCFF S & C/Contributing to Increased or Improved Services | 9,500 | 5,000 | 12,000 | 12,000 |

Expenditures by Budget Category and Funding Source

| Budget Category | Funding Source | 2017 Annual Update Budgeted | 2017 Annual Update Estimated Actual | 2018 | 2019 |
|---|--|-----------------------------|-------------------------------------|-----------|-----------|
| All Budget Categories | All Funding Sources | \$680,300 | \$608,533 | \$708,666 | \$709,621 |
| 1000-1999 Certificated Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 215,912 | 225,912 | 217,912 | 217,912 |
| 1000-1999 Certificated Salaries | LCFF S & C/Contributing to Increased or Improved Services | 5,000 | 5,000 | 4,500 | 4,500 |
| 2000-2999 Classified Salaries | After School Education & Safety | 126,000 | 0 | 126,000 | 126,000 |
| 2000-2999 Classified Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 86,818 | 212,818 | 98,754 | 99,709 |
| 4000-4999 Books and Supplies | LCFF Base/Not Contributing to Increased or Improved Services | 84,070 | 40,900 | 113,000 | 113,000 |
| 4000-4999 Books and Supplies | LCFF S & C/Contributing to Increased or Improved Services | 4,500 | 0 | 6,000 | 6,000 |
| 5000-5999 Services and Other Operating Expenses | LCFF Base/Not Contributing to Increased or Improved Services | 68,000 | 45,903 | 51,000 | 51,000 |
| 5000-5999 Services and Other Operating Expenses | LCFF S & C/Contributing to Increased or Improved Services | 0 | 0 | 1,500 | 1,500 |
| 7000-7499 Other | LCFF Base/Not Contributing to Increased or Improved Services | 90,000 | 78,000 | 90,000 | 90,000 |

Expenditures by Goal and Funding Source

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

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

| | | |
|--|-----------|-----------|
| All Funding Sources | \$200,000 | \$200,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 200,000 | 200,000 |

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

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

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

| | | |
|--|----------|----------|
| All Funding Sources | \$77,754 | \$78,709 |
| LCFF Base/Not Contributing to Increased or Improved Services | 77,754 | 78,709 |

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

| | | |
|--|----------|----------|
| All Funding Sources | \$62,000 | \$62,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 62,000 | 62,000 |

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

| | | |
|--|----------|----------|
| All Funding Sources | \$15,000 | \$15,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 15,000 | 15,000 |

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

| | | |
|--|-----------|-----------|
| All Funding Sources | \$147,000 | \$147,000 |
| After School Education & Safety | 126,000 | 126,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 21,000 | 21,000 |

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

17-18 Update:

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

English language arts (3-8)

Mathematics (3-8)

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

Students are on track to be college and career ready.

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

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

| | | |
|--|---------|---------|
| All Funding Sources | \$3,000 | \$3,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 3,000 | 3,000 |

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

State indicator:

English Learner Progress (K-12)

| | | |
|---|---------|---------|
| All Funding Sources | \$4,500 | \$4,500 |
| LCFF S & C/Contributing to Increased or Improved Services | 4,500 | 4,500 |

EL students will be reclassified as Fluent English Proficient annually.

Update 17-18

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

English Learner Progress

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

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

Update 17-18

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

State indicator:

Chronic Absenteeism

| | | |
|--|----------|----------|
| All Funding Sources | \$32,000 | \$32,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 32,000 | 32,000 |

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

Update 17-18:

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

State indicator:

Chronic Absenteeism

| | | |
|--|-----|-----|
| All Funding Sources | \$0 | \$0 |
| LCFF Base/Not Contributing to Increased or Improved Services | 0 | 0 |

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

| | | |
|--|----------|----------|
| All Funding Sources | \$17,912 | \$17,912 |
| LCFF Base/Not Contributing to Increased or Improved Services | 17,912 | 17,912 |

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

Update 17-18:

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

State indicator:

Suspension Rate (K-12)

| | | |
|--|----------|----------|
| All Funding Sources | \$19,000 | \$19,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 19,000 | 19,000 |

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

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

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

Update 17-18

Follow State local indicator process for accountability

| | | |
|--|---------|---------|
| All Funding Sources | \$3,000 | \$3,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 3,000 | 3,000 |

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

| | | |
|--|----------|----------|
| All Funding Sources | \$23,000 | \$23,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 23,000 | 23,000 |

All students will have access to ELA and Math Intervention

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

Annual Update Expenditures by Goal and Funding Source

| Funding Source | 2017 Annual Update Budgeted | 2017 Annual Upd Estimated Ac |
|----------------|-----------------------------------|------------------------------------|
|----------------|-----------------------------------|------------------------------------|

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

| | | |
|--|-----------|-----------|
| All Funding Sources | \$200,000 | \$200,000 |
| LCFF Base/Not Contributing to Increased or Improved Services | 200,000 | 200,000 |

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

| | | |
|--|----------|------|
| All Funding Sources | \$59,070 | \$25 |
| LCFF Base/Not Contributing to Increased or Improved Services | 59,070 | 25 |

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

| | | |
|--|----------|------|
| All Funding Sources | \$76,818 | \$76 |
| LCFF Base/Not Contributing to Increased or Improved Services | 76,818 | 76 |

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

| | | |
|--|----------|------|
| All Funding Sources | \$62,000 | \$50 |
| LCFF Base/Not Contributing to Increased or Improved Services | 62,000 | 50 |

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

| | | |
|--|----------|------|
| All Funding Sources | \$15,000 | \$15 |
| LCFF Base/Not Contributing to Increased or Improved Services | 15,000 | 15 |

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

| | | |
|--|-----------|-------|
| All Funding Sources | \$147,000 | \$143 |
| After School Education & Safety | 126,000 | |
| LCFF Base/Not Contributing to Increased or Improved Services | 21,000 | 143 |

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

17-18 Update:

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

English language arts (3-8)

Mathematics (3-8)

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

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year

(based on their starting grade-level set Lexile).

| | | |
|--|----------|-----|
| All Funding Sources | \$14,000 | \$2 |
| LCFF Base/Not Contributing to Increased or Improved Services | 14,000 | 2 |

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

State indicator:

English Learner Progress (K-12)

| | | |
|---------------------|---------|-----|
| All Funding Sources | \$4,500 | \$1 |
|---------------------|---------|-----|

| | | |
|--|-------|---|
| LCFF Base/Not Contributing to Increased or Improved Services | 0 | 1 |
| LCFF S & C/Contributing to Increased or Improved Services | 4,500 | |

EL students will be reclassified as Fluent English Proficient annually.

Update 17-18

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

English Learner Progress

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

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

Update 17-18

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

State indicator:

Chronic Absenteeism

| | | |
|--|----------|------|
| All Funding Sources | \$32,000 | \$32 |
| LCFF Base/Not Contributing to Increased or Improved Services | 32,000 | 32 |

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

Update 17-18:

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

State indicator:

Chronic Absenteeism

| | | |
|--|-----|--|
| All Funding Sources | \$0 | |
| LCFF Base/Not Contributing to Increased or Improved Services | 0 | |

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

| | | |
|--|----------|------|
| All Funding Sources | \$17,912 | \$17 |
| LCFF Base/Not Contributing to Increased or Improved Services | 17,912 | 17 |

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

Update 17-18:

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

State indicator:

Suspension Rate (K-12)

| | | |
|--|----------|------|
| All Funding Sources | \$21,000 | \$14 |
| LCFF Base/Not Contributing to Increased or Improved Services | 21,000 | 14 |

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

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

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

Update 17-18

Follow State local indicator process for accountability

| | | |
|--|---------|-----|
| All Funding Sources | \$3,000 | \$1 |
| LCFF Base/Not Contributing to Increased or Improved Services | 3,000 | 1 |

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

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

All students will have access to ELA and Math Intervention

All Funding Sources

\$0

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