

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	PUC CALS Middle School and Early College High
CDS code:	19647330133298
LEA contact information:	Gerard Montero, 818-559-7699, G.Montero@pucschools.org
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount
Total LCFF funds	\$ 5,962,562
LCFF supplemental & concentration grants	\$ 1,464,077
All other state funds	\$ 1,216,172
All local funds	\$ 82,463
All federal funds	\$ 586,305
Total Projected Revenue	\$ 7,847,502

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 7,805,782
Total Budgeted Expenditures in LCAP	\$ 1,844,198
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 1,844,198
Expenditures not in the LCAP	\$ 5,961,584

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 1,456,362
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 1,456,362

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The LCAP is based on Supplemental and Concentration funding. The remaining LCFF funding is used for lease payments, Classified and Certificated staff that are not included in the LCAP.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC CALS Middle School and Early College High

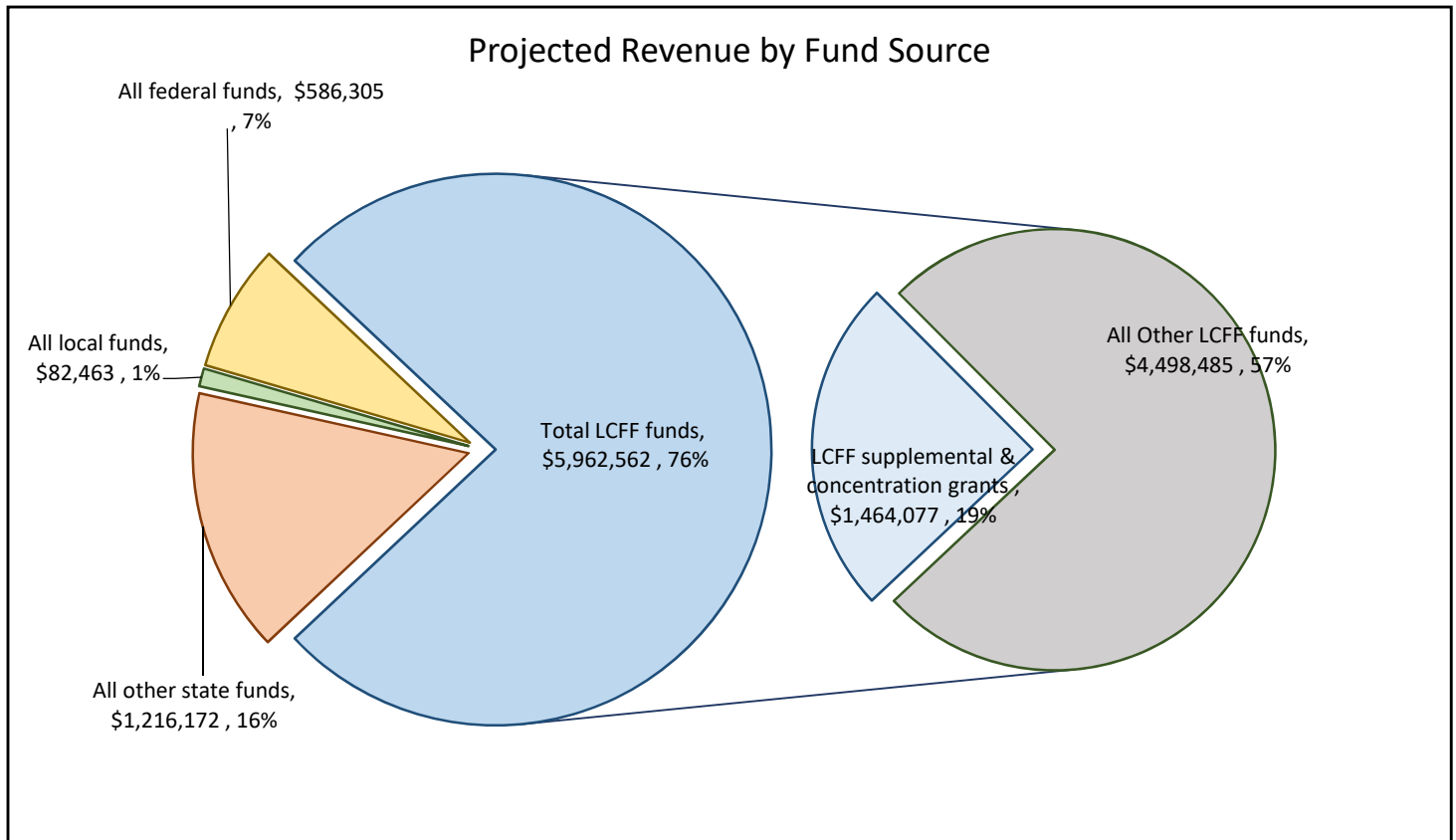
CDS Code: 19647330133298

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Gerard Montero, 818-559-7699, G.Montero@pucschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

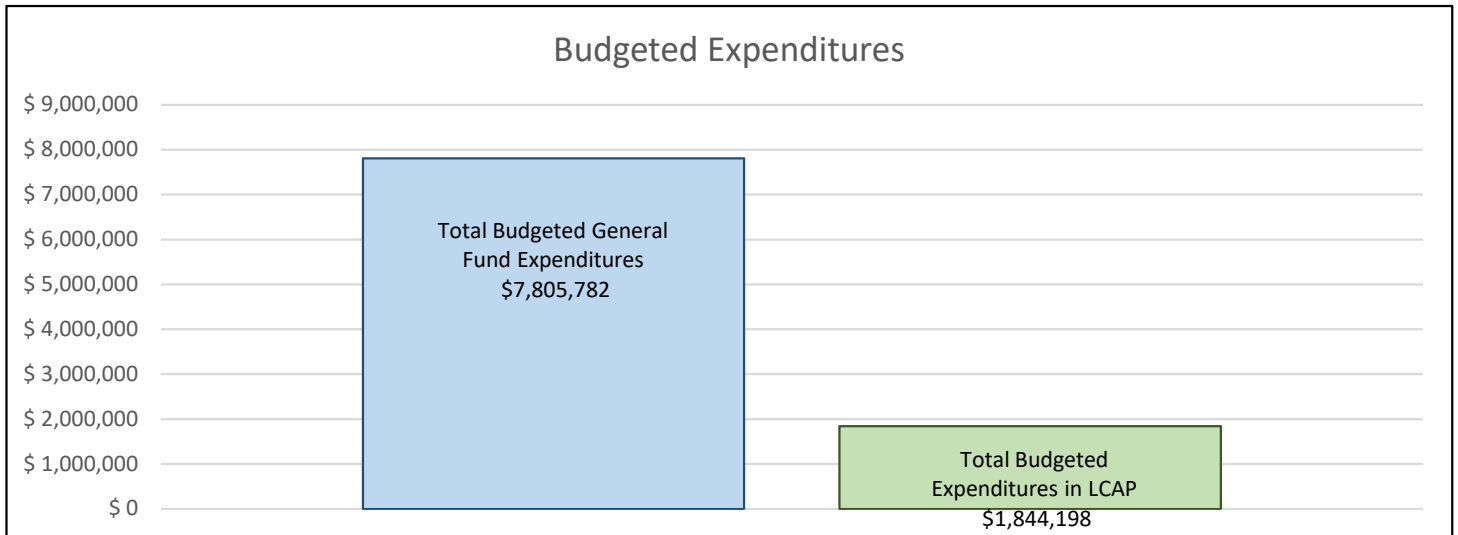


This chart shows the total general purpose revenue PUC CALS Middle School and Early College High expects to receive in the coming year from all sources.

The total revenue projected for PUC CALS Middle School and Early College High is \$7,847,502.00, of which \$5,962,562.00 is Local Control Funding Formula (LCFF), \$1,216,172.00 is other state funds, \$82,463.00 is local funds, and \$586,305.00 is federal funds. Of the \$5,962,562.00 in LCFF Funds, \$1,464,077.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much PUC CALS Middle School and Early College High plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

PUC CALS Middle School and Early College High plans to spend \$7,805,782.00 for the 2019-2020 school year. Of that amount, \$1,844,198.00 is tied to actions/services in the LCAP and \$5,961,584.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

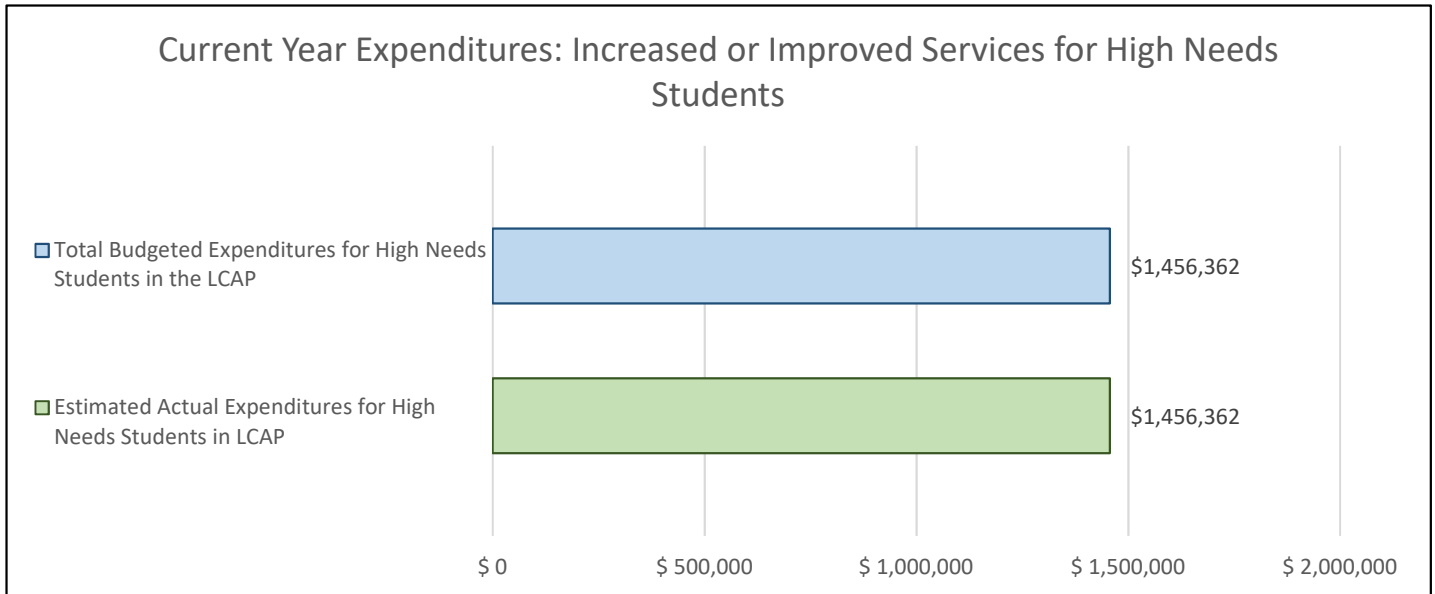
The LCAP is based on Supplemental and Concentration funding. The remaining LCFF funding is used for lease payments, Classified and Certificated staff that are not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, PUC CALS Middle School and Early College High is projecting it will receive \$1,464,077.00 based on the enrollment of foster youth, English learner, and low-income students. PUC CALS Middle School and Early College High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, PUC CALS Middle School and Early College High plans to spend \$1,844,198.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what PUC CALS Middle School and Early College High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC CALS Middle School and Early College High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, PUC CALS Middle School and Early College High's LCAP budgeted \$1,456,362.00 for planned actions to increase or improve services for high needs students. PUC CALS Middle School and Early College High estimates that it will actually spend \$1,456,362.00 for actions to increase or improve services for high needs students in 2018-2019.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

PUC CALS Middle School and Early
College High

Contact Name and Title

Gerard Montero
Compliance Director

Email and Phone

g.montero@pucschools.org
(818) 559-7699 1438

2017-20 Plan Summary

The Story

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

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

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

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

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

PUC CALS Middle School and Early College High was founded in 2000 (middle school) and 2005 (high school) in the Northeast Los Angeles area. As of February 2019, 92.29% of PUC CALS Middle School and Early College High's students are Hispanic, and 0.79% are African American. 19.25% of the student population is served by the Special Education program, and 10.72% of students are identified English Learners (ELs) and 35.97% are Reclassified Fluent English Proficient (RFEP). 87.43% of families qualify for free or reduced lunch. About 27.51% of parents have taken some college coursework or Associate's degree, and 4.61% have graduate degree or higher.

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 continue with the MAP Growth assessment in Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data.

We focused our professional development on:

- 1) Culturally Relevant Teaching in order to support rigor and relationships in our school,
- 2) Group Structures (3.3c),
- 3) Differentiated Teacher Development System Goals per teacher, 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:

- During site week we discuss trauma informed practice for educators themselves and their students. No bullying campaign twice this year for students.
- Police held a no bullying assembly for students
- Students created anti-bullying posters
- No bullying spirit week

PUC CALS set CAASPP achievement goals at the high school level of 80% overall meets and exceeds in ELA and 50% overall meets and exceeds in Mathematics. The middle school set the following CAASPP achievement goals per grade level:

	ELA 2019	Math 2019
6th Grade	55%	25%
7th Grade	42%	25%
8th Grade	50%	50%

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 Fall 2018, the school has achieved "Blue" in the Graduation Rate and a "Green" in the College & Career Indicator. Of the data reported on the 2018 CAASPP assessments, the 11th grade CAASPP Scores of 60.03% Meets & Exceeds in ELA. 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.

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 Math (28.57% Meets and Exceeds) and a "Red" in the CA School Dashboard Fall 2018) for all students and for subgroups as areas of greatest need. 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.

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

There are no performance gaps.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

PUC CALS MS & PUC CALS HS is a single school LEA, was not identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

PUC CALS MS & PUC CALS HS is a single school LEA, was not identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

PUC CALS MS & PUC CALS HS is a single school LEA, was not identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

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

CALSMS & CALECHS:

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
CALSPADS Annual Credential Report	2018-19 100%	CALS MS: 100% APPROPRIATELY ASSIGNED 50% FULLY CREDITIALED CALS HS: 100% APPROPRIATELY ASSIGNED 72% FULLY CREDITIALED

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.

Goal 1, 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"> Supervision and staffing of instructional program Efficient Recruitment and Hiring Process All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. Focus on EL Administrators to support EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners 	<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.</p>	<p>\$150,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300 - Administrators \$85,000 - LCFF - 7000-7499 Other - CALSMS - 7400 - Directors of Talent Management, HR, and IT \$150,000 - LCFF - 1000-1999 Certificated Salaries - CALSECHS - 1300 - Administrators \$85,000 - LCFF - 7000-7499 Other - CALSECHS - 7400 - Directors of Talent Management, HR, IT</p>	<p>\$160,357 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300 - Administrators \$85,000 - LCFF - 7000-7499 Other - CALSMS - 7400 - Directors of Talent Management, HR, and IT \$150,346 - LCFF - 1000-1999 Certificated Salaries - CALSECHS - 1300 - Administrators \$85,000 - LCFF - 7000-7499 Other - CALSECHS - 7400 - Directors of Talent Management, HR, IT</p>

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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

CALSMS & CALECHS:

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: 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 Report	2018-19 100%	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.

Goal 2, 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>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> • 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>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"> • The school 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>\$85,000 - LCFF - 4000-4999 Books and Supplies - CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs</p> <p>\$15,000 - LCFF - 4000-4999 Books and Supplies - CALSMS - 4100 Textbooks</p> <p>\$85,000 - LCFF - 4000-4999 Books and Supplies - CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs</p> <p>\$15,000 - LCFF - 4000-4999 Books and Supplies - CALSECHS - 4100 Textbooks</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs</p> <p>\$15,000 - LCFF - CALSMS - 4100 Textbooks</p> <p>\$85,000 - LCFF - 4000-4999 Books and Supplies - CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs</p> <p>\$15,000 - LCFF - 4000-4999 Books and Supplies - CALSECHS - 4100 Textbooks</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.

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 to ensure sustained achievement of this goal long term.

Goal 3

CALSMS & CALECHS:

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: Basic Services C. Facilities School facilities are maintained in goodrepair (E.C. 17002(d))

Annual Measurable Outcomes

	Expected	Actual
Site Repair Inspection Checklist and Repair Log	2018-19 90%/90%/100%	1. LCAP QAOR Monthly Inspection Checklist. Was the goal of greater than 90% met? Yes. 2. SARC QAOR Bi-Annual Facility Inspection. Are all items in good condition and within compliance? Yes. 4. School Safety. Completion of required Safety and Emergency

Preparedness Drills annually? Yes.
 5. School Safety. Completion of required Safety and Emergency Preparedness Staff PD? Yes.

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.

Goal 3, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> • Supervision and staffing of custodial and maintenance staff. • Security maintenance and staffing. • Operating costs of facilities 	<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>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>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - CALSMS - 2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - CALECHS - 2200 - Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities</p>	<p>\$55,809 - LCFF - 2000-2999 Classified Salaries - CALSMS - 2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - CALECHS - 2200 - Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities</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.

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.

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 new organizational structure which has been in effect for over a year for the Facilities team members provided better oversight and accountability.

Goal 4

CALSMS & CALECHS

- 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: 8. Other pupil outcomes

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

Annual Measurable Outcomes

	Expected	Actual
Milestone documents, Instructional Scope and Sequence, Lesson Plan Documents	2018-19 100%	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.

Goal 4, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> 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. 	<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>\$43,100 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300,1900-Shared Costs-Superintendents & Aides \$5,000 - LCFF - 7000-7499 Other - CALSMS - 7400-Shared Costs Materials \$17,000 - LCFF - 7000-7499 Other - CALSMS - 7400-Data Team Support \$17,000 - LCFF - 7000-7499 Other - CALSMS-7400- School Information Services \$0 - LCFF - 7000-7499 Other - CALSMS-7400- Information Technology - Produce Professional Development \$43,100 - LCFF - 1000-1999 Certificated Salaries - CALECHS- 1300,1900-Shared Cost-Superintendent of Instruction & Aides \$5,000 - LCFF - 7000-7499 Other - CALECHS- 7400-Shared Costs- Materials \$17,000 - LCFF - 7000-7499 Other - CALSECHS-7400-Data Team Support</p>	<p>\$43,100 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300,1900-Shared Costs-Superintendents & Aides \$5,000 - LCFF - 4000-4999 Books and Supplies - CALSMS - 7400-Shared Costs Materials \$17,000 - LCFF - 7000-7499 Other - CALSMS - 7400-Data Team Support \$17,000 - LCFF - 7000-7499 Other - CALSMS-7400- School Information Services \$0 - LCFF - 7000-7499 Other - CALSMS-7400- Information Technology - Produce Professional Development \$46,753 - LCFF - 1000-1999 Certificated Salaries - CALECHS- 1300,1900-Shared Cost-Superintendent of Instruction & Aides \$5,000 - LCFF - 7000-7499 Other - CALECHS- 7400-Shared Costs- Materials \$17,000 - LCFF - 7000-7499 Other - CALSECHS-7400-Data Team Support</p>

		\$17,000 - LCFF - 7000-7499 Other - CALSECHS-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - CALSECHS- 7400-Information Technology-Produce Professional Development Training	\$17,000 - LCFF - 7000-7499 Other - CALSECHS-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - CALSECHS- 7400-Information Technology-Produce Professional Development Training
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Goal 4, 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>CALSMS & CALECHS:</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>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-CCSS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS-5200-CCSS Professional Development for Teachers</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-CCSS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS-5200-CCSS Professional Development for Teachers</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</p>

specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans.

Implementation 2:

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

CALSMS & CALECHS:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

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

Annual Measurable Outcomes

Expected

Actual

Family meeting Agendas and Sign-ins, Site Advisory Council Agendas and Sign-ins

2018-19

6 Family Night

Minimum 2 Parents on School Advisory Committee

3 Parent Engagement Workshops

1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.
2. FAMILIES HAD AN OPPORTUNITY TO ATTEND FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.
3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.

Actions / Services

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

Goal 5, 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>CALMS & CALSECHS:</p> <ul style="list-style-type: none"> • School will provide a minimum of 6 Family Meetings 	<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>FAMILIES HAD AN OPPORTUNITY TO ATTEND FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</p> <p>FAMILY NIGHTS:</p> <p>CALS MS:</p> <ul style="list-style-type: none"> -September 6 - Open House -October 16 - MS Data Night -November 15 - Thanksgiving Pot Luck with Families -January 15 - Student Led Conferences -February 21st - Open House/College Night - March 27 - Data Night # 2 April 8 - 8th Grade Parent Meeting 	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5290-Meetings Staff/Parents</p> <p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSECHS-5290-Meetings Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5290-Meetings Staff/Parents</p> <p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSECHS-5290-Meetings Staff/Parents</p>

	<p>-May 21st Student Led Conferences LCAP was mentioned at all meetings.</p> <p>CALS HS:</p> <p>-Sept. 6- Open House -Sept.9th Grade Parent meeting -Sept 20th 10th Grade Parent Meeting -Spet. 27th 11th Grade Parent Meeting -Oct. 4th 12th Grade Parent Meeting -Oct. 17th High School Data Night -Nov. 15th-Thanksgiving Pot Luck with families -Jan. 16th Student Led conferences with families -Feb.21st. Open House:College Night -Mar. 27th High School Data Night #2 LCAP was mentioned during the grade level meetings with families. LCAP items included-academic, culture, safty awareness.</p>		
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Goal 5, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> School will invite 2 parents to attend all School Advisory Council Meetings. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> <p>SAC MEETINGS:</p> <p>October 26, 2018</p> <p>-More Parent Voice -Communication around safety concerns/updates</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5290-SAC Meetings Staff/Parents \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSECHS-5290-SAC Meetings Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5290-SAC Meetings Staff/Parents \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSECHS-5290-SAC Meetings Staff/Parents</p>

	-Strategic targeted intervention for students -More academic resources to support sub groups March 11, 2019 May 31, 2019		
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Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> • Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1300-1900-PARENT ENGAGEMENT SERVICES MANAGER</p> <p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - CALSECHS-1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1300-1900-PARENT ENGAGEMENT SERVICES MANAGER</p> <p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - CALSECHS-1300-1900-PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</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.

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

CALSMS & CALECHS:

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

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

State and/or Local Priorities Addressed by this goal:

State 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
CAASPP Statewide Assessment Results	2018-19 Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: CALS MS: ENGLISH LEARNERS: ELA-9%; YELLOW/MATH-6%; RED HISPANIC/LATINO: ELA-43%; ORANGE/MATH-24%; ORANGE

SCHOOL WIDE: ELA-44%; ORANGE/MATH-27%;ORANGE
 SOCIOECONOMIC DISADVANTAGED: ELA-42%; ORANGE/MATH-25%;
 ORANGE
 SPECIAL EDUCATION: ELA-16%; ORANGE/MATH-2%; ORANGE

CALS HS:
 ENGLISH LEARNERS: ELA-0%;YELLOW/MATH-0%;RED
 HISPANIC/LATINO: ELA-64%;ORANGE/MATH-47%;ORANGE
 SCHOOL WIDE: ELA-60%; ORANGE/MATH-38%; ORANGE
 SOCIOECONOMIC DISADVANTAGED: ELA-53%; ORANGE/MATH-
 40%;ORANGE
 SPECIAL EDUCATION: ELA-17%; ORANGE/MATH-8%; 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.

Goal 6, 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>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> Implementation of Intervention programs (after school, Saturday school, summer school) 	<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>CALS MS:</p> <ul style="list-style-type: none"> -Academic intervention was embeded for the first hour of school 4 days a week -Teachers also stay after school for tutoring office hours to support student learning and intervention 1 -2 time per week -Saturday for 10 weeks for credit recovery -Academic intervention during Tuesday PD for Inclusion students and/or general Ed students 	<p>\$8,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4410-TTM & 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1100-3600 - Staffing for outside of class intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4410-Data Tracking Tools- Illuminate, Schoolzilla \$126,000 - After School Education & Safety - 2000-2999 Classified Salaries - CALSMS -2900-ASES Grant \$18,150 - LCFF -</p>	<p>\$8,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4410-TTM & 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1100-3600 - Staffing for outside of class intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4410-Data Tracking Tools- Illuminate, Schoolzilla \$126,000 - After School Education & Safety - 2000-2999 Classified Salaries - CALSMS -2900-ASES Grant \$18,150 - LCFF -</p>

	<p>CALS HS:</p> <ul style="list-style-type: none"> -Academic intervention occurred during PCE classes -Academic intervention included afterschool -Academic intervention during Tuesday for Inclusion students and/or general students 	<p>4000-4999 Books and Supplies - CALECHS-4410-TTM & 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALECHS-1100-3600- Staffing for outside intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - CALECHS-4410-Data Tracking Tools- Illuminate, Schoolzilla</p>	<p>4000-4999 Books and Supplies - CALECHS-4410-TTM & 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALECHS-1100-3600- Staffing for outside intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - CALECHS-4410-Data Tracking Tools- Illuminate, Schoolzilla</p>
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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.

When comparing the 16-17 and 17-18 state assessments results, the school is kept steady at "orange" for ELA and Math. There is need to review action items and their implementation for the 19-20 SY.

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.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 7

CALSMS & CALECHS:

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

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

State Indicators:

- Chronic Absentism
- suspension Rate (K-12)
- English Learner Progress (K-12)

- Graduation Rate (9-12)
- College/Career
- English Language Arts (3-8)
- Mathematics (3-8)

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CDE API Report- Changed to California School Dashboard 2018-19 Growth Target to be determined	CALS MS & HS: CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2017-2018: 1. CHRONIC ABSENTEEISM: YELLOW 2. SUSPENSION RATE: ORANGE 3. ENGLISH LEARNER PROGRESS: N/A 4. GRADUATION RATE: BLUE 5. COLLEGE/CAREER: GREEN 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.

Goal 7, 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	\$5,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL	\$5,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS-1900-REGIONAL SHARED COST FOR INSTRUCTIONAL

<p>Location: All Schools</p> <p>CALSMS & CALECHS:</p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</p>	<p>Location: All Schools</p> <p>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>COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5200-ELD Standards Program Professional Development \$5,000 - LCFF - 1000-1999 Certificated Salaries - CALECHS- 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS-5200-ELD Standards Program Professional Development</p>	<p>COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5200-ELD Standards Program Professional Development - CALECHS- 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALECHS-5200-ELD Standards Program Professional Development</p>
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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.
CA School Dashboard Fall 2018 shows Orange for Suspension Rate and Orange for Academic Indicator ELA and Math. College & Career was Green.
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.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 8

CALSMS & CALECHS:

Students are on track to be college and career ready.

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

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

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

Internal Lexile Data, EAP Results 2018-19
75%

CALS MS-HS
FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR:
ENGLISH LEARNERS: YELLOW
HSPANIC/LATINO: ORANGE
SCHOOL WIDE: ORANGE
SOCIOECONOMIC DISADVANTAGED: ORANGE
SPECIAL EDUCATION: ORANGE

CALS HS:

FALL 2018 CA DASHBOARD COLLEGE/CAREER INDICATOR:
GREEN; 71% PREPARED

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.

Goal 8, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> • Provide NEWSOLA or other instructional technology for all students 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school utilized MAP to measure and improve reading and overall literacy. Instructional Technology for literacy: Newsela</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - CALSMS- 4410 Software \$3,000 - LCFF - 4000-4999 Books and Supplies - CALECHS - 4410-NEWSOLA OR OTHER Software</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - CALSMS- 4410 Software \$3,000 - LCFF - 4000-4999 Books and Supplies - CALECHS - 4410-NEWSOLA OR OTHER Software</p>

Analysis

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

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

The school utilized 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 kept student progress steady based on prior years.

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.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 9

CALSMS & CALECHS:

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

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

- **English Learner Progress (K-12)**

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
CELDT/ ELPAC Annual Report	<p>2018-19 75% of EL students will advance at least one performance level per academic year</p>	<p>CELDT 2017-2018: No Data Available</p> <p>CALS MS: HISPANIC/LATINO: ____ % SCHOOL-WIDE: ____% SOCIOECONOMIC DISADVANTAGED: ____% SPECIAL EDUCATION: ____%</p> <p>CALS HS: HISPANIC/LATINO: ____ % SCHOOL-WIDE: ____% SOCIOECONOMIC DISADVANTAGED: ____% SPECIAL EDUCATION: ____%</p>

Actions / Services

Goal 9, 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>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> • Provide NWEA MAP for all students 	<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>School utilized NewsELA, NWEA MAP.</p>	<p>\$4,500 - LCFF - 4000-4999 Books and Supplies - CALMS-4410 50% NWEA MAP Software \$4,500 - LCFF - 4000-4999 Books and Supplies - CALECHS-4410 50% NWEA MAP Software</p>	<p>\$4,500 - LCFF - 4000-4999 Books and Supplies - CALMS-4410 50% NWEA MAP Software \$4,500 - LCFF - 4000-4999 Books and Supplies - CALECHS-4410 50% NWEA MAP Software</p>

Analysis

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

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

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

Designated ELD classes during the intervention cycle and Teachers implemented intergraded ELD practices in their content curriculum.

intervention included through targeted PCE class and small group instruction

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

No CELDT assessment results were provided for the 2018-19 SY. However, The NWEA MAP measurement indicate some growth.

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 focus on reading comprehension and implementation of Integrated and Designated ELD Supports. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 10

CALMS & CALECHS:

EL students will be reclassified as Fluent Proficient annually.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

Expected	Actual
CELDT/ ELPAC Results and 2018-19 Reclassification Matrix Higher than District Average	No Data Available: CALS MS RECLASSIFICATION RATE: 2017-2018 SCHOOL: __% RECLASSIFICATION RATE LAUSD: 20.1% RECLASSIFICATION RATE CALS HS RECLASSIFICATION RATE: 2017-2018 SCHOOL: __% RECLASSIFICATION RATE LAUSD: 20.1% RECLASSIFICATION RATE

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.

Goal 10, 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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CALMS & CALECHS:</p> <ul style="list-style-type: none"> • ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the 18-19 school year, the school provided for a stipend for a school site ELD Lead Teacher to provide additional support. EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - CALMS -1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - CALS MS 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-External ELD TRAININGS \$4,500 - LCFF - 1000-1999 Certificated Salaries - CALECHS-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - CALS HS-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-EXTERNAL ELD TRAININGS</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - CALMS -1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - CALS MS 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-External ELD TRAININGS \$4,500 - LCFF - 1000-1999 Certificated Salaries - CALECHS-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - CALS HS-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS-5200-EXTERNAL ELD TRAININGS</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.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 11

CALSM & CALECHS:

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 per the California School Dashboard

- **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 2018-19 >/= 96%	ADA 2018-2019 CALS MS: ENGLISH LEARNERS: 96% HISPANIC/LATINO: 95% SCHOOL WIDE: 95% SOCIOECONOMIC DISADVANTAGED: 95% SPECIAL EDUCATION: 92 % CALS HS: ENGLISH LEARNERS: 94% HISPANIC/LATINO: 96% SCHOOL WIDE: 96% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 95%
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Actions / Services

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

Goal 11, 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>CALSMS & CALECHS:</p> <p>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</p> <p>Location: All Schools</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff</p> <p>\$50,000 - LCFF - 2000-2999 Classified Salaries - CALECHS-2100, 2400 Supporting pay of Classified Staff</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - CALMS - 2100, 2400 (Supplemental) Supporting pay of Classified Staff</p> <p>\$50,000 - LCFF - 2000-2999 Classified Salaries - CALECHS-2100, 2400 Supporting pay of Classified Staff</p>

Goal 11, 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>CALSMS & CALECHS: Attendance Incentives Program Support for clubs, leadership class supplies</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School engaged in family meetings and programs to build school culture to increase attendance rates such Free dress passes, food and ice cream celebrations, Attendance Assembly-students were given awards for perfect attendance. Reinforce attendance for testing days through different awards and incentives.</p>	<p>\$4,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4350 Materials \$2,000 - LCFF - 4000-4999 Books and Supplies - CALECHS- 4350 - Materials</p>	<p>\$4,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4350 Materials \$2,000 - LCFF - 4000-4999 Books and Supplies - CALECHS- 4350 - Materials</p>

Analysis

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

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

Letters sent home were designed to share the current data of the student and offer suggestions for intervention.
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. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

Goal 12

CALSMS & CALSECHS

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 Sate Accountability System.

- **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 Reports	2018-19 90% of students < 3 unexcused absences	UNEXCUSED ABSENCES 2018-2019: CALS MS: 51% OF STUDENTS HAD <3 UNEXCUSED ABSENCES. CALS HS: 61% 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.

Goal 12, 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

CALMS & CALECHS:

- See Goal #13
-

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

Students to be Served: All

Location: All Schools

See Goal #13.

\$0 - See Goal #13

\$0 - See Goal #13

Analysis

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

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

Letters sent home were designed to share the current data of the student and offer suggestions for intervention. 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. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

Goal 13

CALSMS:

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

CALECHS:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	<p>2018-19 CALSMS 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year</p> <p>CALECHS: School will achieve a ≤ 5% Dropout Rate</p>	<p>CALS MS 2017-2018: 87% 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> <p>CALS MS 2018-2019: NOT AVAILABLE</p> <p>_____ % OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.</p> <p>CALS HS 2017-2018: 0% DROPOUT RATE</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.

Goal 13, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> Social Emotional Counseling Services <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Interventions were implemented. Attendance Assembly-students were given awards for perfect attendance. Reinforce attendance for testing days through different awards and incentives. FST referrals for students approaching Chronic Absenteeism.</p>	<p>\$36,414 - LCFF - 1000-1999 Certificated Salaries - CALSMS-shared costs 1300,1900 clinical counseling staffing \$36,414 - LCFF - 1000-1999 Certificated Salaries - CALECHS-shared costs 1300,1900-clinical counseling staffing \$1,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4300- Materials \$1,000 - LCFF - 4000-4999 Books and Supplies - CALECHS-4300- Materials</p>	<p>\$36,414 - LCFF - 1000-1999 Certificated Salaries - CALSMS-shared costs 1300,1900 clinical counseling staffing \$36,414 - LCFF - 1000-1999 Certificated Salaries - CALECHS-shared costs 1300,1900-clinical counseling staffing \$1,000 - LCFF - 4000-4999 Books and Supplies - CALSMS-4300- Materials \$1,000 - LCFF - 4000-4999 Books and Supplies - CALECHS-4300- Materials</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.

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.

MS School nearly met the goal and believes the actions are appropriate.
HS: School 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. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

Goal 14

CALSMS & CALECHS

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

Update 17-18

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

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 CALSMS & CALECHS: ≤ 3%	CA SCHOOL DASHBOARD SUSPENSION RATE FOR CALS MS-HS: FALL 2018: ENGLISH LEARNERS: ORANGE HISPANIC/LATINO: ORANGE SCHOOL WIDE: ORANGE SOCIOECONOMIC DISADVANTAGED: ORANGE SPECIAL EDUCATION: ORANGE SUSPENSION RATE: 2018-2019 CALS MS:

ENGLISH LEARNERS: 3%
 HISPANIC/LATINO: 1%
 SCHOOL WIDE: 1%
 SOCIOECONOMIC DISADVANTAGED: 1%
 SPECIAL EDUCATION: 3%

CALS HS:
 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.

Goal 14, 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>CALSMS & CALECHS:</p> <ul style="list-style-type: none"> • Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention 	<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>During site week we discuss trauma informed practice for educators themselves and their students No bullying campaign twice this year for students. Police held a no bullying assembly for students Students created anti-bullying posters No bullying spirit week. Culture Building PD.</p>	<p>\$6,000 - LCFF - 2000-2999 Classified Salaries - CALSMS-2200,2400 Shared costs staffing discipline unit \$6,000 - LCFF - 4000-4999 Books and Supplies - CALMS-4300 Materials \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS -5860-instructional consultants \$6,000 - LCFF - 2000-2999 Classified Salaries - CALECHS-2200,2400- Shared costs-staffing discipline unit \$6,000 - LCFF - 4000-4999 Books and Supplies -</p>	<p>\$6,000 - LCFF - 2000-2999 Classified Salaries - CALSMS-2200,2400 Shared costs staffing discipline unit \$6,000 - LCFF - 4000-4999 Books and Supplies - CALMS-4300 Materials \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALMS -5860-instructional consultants \$6,000 - LCFF - 2000-2999 Classified Salaries - CALECHS-2200,2400- Shared costs-staffing discipline unit \$6,000 - LCFF - 4000-4999 Books and Supplies -</p>

CALECHS-4300 Materials
\$8,000 - LCFF - 5000-5999
Services and Other
Operating Expenses -
CALECHS -5860-
instructional consultants

CALECHS-4300 Materials
\$8,000 - LCFF - 5000-5999
Services and Other
Operating Expenses -
CALECHS -5860-
instructional consultants

Analysis

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

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

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

Describe the overall 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.

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 the programs and trainings. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

Goal 15

CALSMS & CALSECHS:

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

State and/or Local Priorities Addressed by this goal:

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 CALMS & CALSECHS: ≤ 1%	EXPULSION RATE: 2018-2019 CALS MS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0% CALS HS: ENGLISH LEARNERWS: 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.

Goal 15, 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 CALSMS & CALECHS:	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools During site week we discuss trauma informed practice for educators	\$0 - CALSMS -SEE GOAL 17 \$0 - CALECHS- SEE GOAL 17	\$0 - CALSMS -SEE GOAL 17 \$0 - CALECHS- SEE GOAL 17

<ul style="list-style-type: none"> • SEE GOAL 17 	<p>themselves and their students No bullying campaign twice this year for students. Police held a no bullying assembly for students Students created anti-bullying posters No bullying spirit week. Culture Building PD.</p>		
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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.

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 the programs and trainings. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

Goal 16

CALSMS & CALSECHS:

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Student and Family Survey	2018-19 average approval rating of a ≥ Level 3	ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-19: CALS MS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 63% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 72% CALS HS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 64% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 56%

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.

Goal 16, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as	For Actions/Services not included as	\$5,000 - LCFF - 5000-5999 Services and Other	\$5,000 - LCFF - 5000-5999 Services and Other

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Orientation Back to School Night Student Led Conferences Celebration of learning School Advisory Council meeting Coffee with the principal Parent Meetings/Committees Family Nights Content Nights Training for Leaders on Parent Engagement</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School offered opportunities for stakeholder involvement: Planned Meetings and Development 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>Training for Leaders on Parent Engagement</p>	<p>Operating Expenses - CALECHS-5200-conferences for leaders \$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5200 Conferences for leaders</p>	<p>Operating Expenses - CALECHS-5200-conferences for leaders \$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CALSMS-5200 Conferences for leaders</p>
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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.

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 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. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

Goal 17

CALSMS & CALECHS :

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

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

Annual Measurable Outcomes

	Expected	Actual
Course Offerings, Student Master 2018-19 Schedule	100% access	CALS MS: COURSE ACCESS: 100% CALS HS:

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.

Goal 17, 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. College Counselor supports the master schedule. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accomodations.</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION \$15,000 - LCFF - 2000-2999 Classified Salaries - CALSMS- 2200-STAFFING OF COLLEGE COUNSELOR \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALECHS - 1300,1900 SHARED COSTS DIRECTOR OF SPECIAL EDUCATION \$15,000 - LCFF - 2000-2999 Classified Salaries - CALSHS- 2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CALSMS - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION \$15,000 - LCFF - 2000-2999 Classified Salaries - CALSMS- 2200-STAFFING OF COLLEGE COUNSELOR \$8,000 - LCFF - 1000-1999 Certificated Salaries - CALECHS - 1300,1900 SHARED COSTS DIRECTOR OF SPECIAL EDUCATION \$15,000 - LCFF - 2000-2999 Classified Salaries - CALSHS- 2200-STAFFING OF COLLEGE COUNSELOR</p>

Analysis

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

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

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

Describe the overall 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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 18

CALMS & CALECHS

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 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
Intervention, Master Schedule, RTI	2018-19 100% access	CALS MS: 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION. CALS HS: 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA

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.

Goal 18, 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 academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>HS:</p> <ul style="list-style-type: none"> -Academic intervention occurred during PCE classes -Academic intervention included afterschool -Academic intervention during Tuesday for Inclusion students and/or general students <p>MS:</p> <ul style="list-style-type: none"> -Academic intervention was embeded for the first hour of school 4 days a week -Teachers also stay after school for tutoring office hours to support student learning and intervention 1 -2 time per week -Saturday for 10 weeks for credit recovery -Academic intervention during Tuesday PD for Inclusion students and/or general Ed students 	<p>\$0 - CALSMS -See Goal #6 & 7</p> <p>\$0 - CALSECHS -See Goal #6 & 7</p>	<p>\$0 - CALSMS -See Goal #6 & 7</p> <p>\$0 - CALSECHS -See Goal #6 & 7</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.

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 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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

Goal 19

CALECHS Goal Only:

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

Update 17-18:

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

College/Career:

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities: Student Achievement Pupil Achievement as measured by: F. AP Exam Passage Rate

Annual Measurable Outcomes

Expected		Actual
AP Exam Results/ Percentage of students enrolled and passing college courses with a B or higher	2018-19 ≥ 60% of students will score ≥ 3 on AP exam	CALS HS: COLLEGE COURSES: 2017-2018 96% students earned B or better in a college course.
	≥ 70% will receive a B or higher	

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.

Goal 19, 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 Students taking AP Exams will pass with a score of 3 or above.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Teachers attended Professional	\$15,000 - LCFF - 1000-1999 Certificated Salaries - 2200-STAFFING OF COLLEGE COUNSELOR	\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFFING OF COLLEGE COUNSELOR

Teachers will attend Professional Development on AP Exams/College Course Preparation	Development on AP Exams/College Course Preparation		
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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 outside professional development on AP Course and Exam implementation.

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

Professional development supported teachers in design and delivery of AP Courses.

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.

In order to see continued growth in AP scores or College Course success, the school will continue to provide professional development through both outside agencies and internal instructional coaches. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

Goal 20

CALECHS Goal Only:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

Annual Measurable Outcomes

	Expected	Actual
ACT Results	2018-19 15% of students will score ≥ 22 (as per CSU / UC College Ready Standard defined in EAP Program)	2017-2018: 10% OF STUDENTS SCORE ≥ 22 ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM)- COMPOSITE SCORE

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.

Goal 20, 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>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.</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>PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - 4410- Software (REV PREP)</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - 4410- Software (REV PREP)</p>

Goal 20, 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>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410- Smart City Software</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410- Smart City Software</p>

Students to be Served: All

Location: All Schools

PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)

Students to be Served: All

Location: All Schools

PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests. (Math focus)

Analysis

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

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

Teachers received planning documents and individualized support with PUC Competitive Edge. Teachers collaborated on implementation.

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

Revolution Prep continues to be an added resource for supporting students in preparation for their exams. Teachers report that outside development of lessons and units for the PUC Competitive Edge Class has helped them execute the class in a way that provides proactive intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 see continued growth in exam scores, the school will continue to provide professional development through internal instructional teacher leaders and technology. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

Goal 21

CALSECHS (Only):

School will graduate 90+% of persisting seniors

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 School will achieve a >90% cohort graduation rate	2017-2018 GRADUATION RATE: 98.39%

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.

Goal 21, 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 SEE GOAL 15	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools See Goal 20.	\$0 - SEE GOAL 15	\$0 - SEE GOAL 15

Analysis

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

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

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

Describe the overall 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.

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. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

CALS MS:

10/26/18, 9/6/18, 10/16/18, 11/15/18, 1/15/19, 2/21/19, 3/27/19, 4/8/19, and 5/21/19. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with current year LCAP and ask questions.

CALS HS:

10/26/18, 9/6/18, 9/20/18, 9/27/18, 10/4/18, 10/17/18. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with current year LCAP and ask questions. LCAP items included: academic, culture, safety and parent voice.

January 23, 2019: PUC Board presented with LCAP Cycle overview and provided opportunity to ask clarifying questions and provide input.

May 21, 2019: Chief Financial Officer, School Principals of both CALS MS and CALS HS, and Compliance Director met to review LCAP Budget for 19-20.

May 31, 2019: 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 question: What, if any, recommendations do you have for changes to these goals?

June 5, 2019-- Superintendent Review of Stakeholder Feedback

The PUC Superintendent analyzed stakeholder feedback gathered from May 31 meeting. Superintendent 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 12, 2019- 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 31, 2019 LCAP Stakeholder 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, the following changes were made to the 19-20 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we changed "textbooks" to "Textbooks/Books & Supplies." This change allows for more flexibility in purchasing either textbooks or other books such as chapter books for students. Second, In Goal 4, changed expenditure to only "Superintendent" and not include assistants. Third, in Goal 5, expenditure for parent engagement has been split into two: support staff and other operating expenses. This allows for the school to provide adequate supervision and support for set-up, tear-down on the days of parent activities. Fourth, feedback from parents, staff, and other stakeholders said that there were too many goals. For the 2019-2020 school year, Goals 6-21 have been collapsed into four new goals (New Goals 6-9). This will provide for easier communication of goals and action items. The following is a breakdown of how the goals were combined: New Goal 6: The following goals were collapsed into this new goal: 7, 8, 9, 10, 17, 18. Changed expenditure from "Newsela or Other Technology Program" to "Other Technology Program. Changed "Shared Costs-Staffing of ELD Coaches" to "Teacher Leads." For Middle Schools change "Staffing of College Counselor" to "Staffing of Academic Counselor." New Goal 7: The following goals were collapsed into this new goal: 11, 12. New Goal 8: The following goals were collapsed into this new goal: 13, 14, 15, 16. New Goal 9: This goal is specific to high school. The following goals were collapsed into this new goal: 19, 20, 21.

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 LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

CALSMS & CALECHS:

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
CALSPADS Annual Credential Report	100%	100%	100%	100%

Planned Actions / Services

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

Goal 1, 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)

[Empty selection box]

Location(s):

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

[Empty selection box]

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, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

2018-19

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

Unchanged Action

2019-20

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

Modified Action

<ul style="list-style-type: none"> • Supervision and staffing of instructional program • Efficient Recruitment and Hiring Process • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. • Focus on ELA Administrators to support EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners 	<ul style="list-style-type: none"> • Supervision and staffing of instructional program • Efficient Recruitment and Hiring Process • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. • Focus on ELA Administrators to support EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners 	<ul style="list-style-type: none"> • Supervision and staffing of instructional program • Focus on ELA Administrators to support EL teachers (increased data review, differentiation, CCSS, reading and writing) to support EL Learners
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; CALSMS - 1300 - Administrators	1000-1999 Certificated Salaries; CALSMS - 1300 - Administrators	1000-1999 Certificated Salaries; CALSMS - 1300 - Administrators
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; CALSECHS - 1300 - Administrators	1000-1999 Certificated Salaries; CALSECHS - 1300 - Administrators	1000-1999 Certificated Salaries; CALSECHS - 1300 - Administrators
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits;

			CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 1, 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:

Action	Action	New Action
		Efficient Recruitment and Hiring Process All core teacher candidates screened for

employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSMS - 7400 - Directors of Talent Management, HR, and IT	7000-7499 Other; CALSMS - 7400 - Directors of Talent Management, HR, and IT	7000-7499 Other; CALSMS - 7400 - Directors of Talent Management, HR, and IT
Amount	\$85,000	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSECHS - 7400 - Directors of Talent Management, HR, IT	7000-7499 Other; CALSECHS - 7400 - Directors of Talent Management, HR, IT	7000-7499 Other; CALSECHS - 7400 - Directors of Talent Management, HR, IT

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

Modified Goal

Goal 2

CALSMS & CALECHS:

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: 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 material.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Goal 2, 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, Foster Youth, Low Income

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:

Unchanged Action	Unchanged Action	Unchanged Action
<p>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> • 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>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> • 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>CALSMS & CALSECHS:</p> <ul style="list-style-type: none"> • 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	\$79,233	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; CALSMS - 4200, 4300, 4350, 4370 - Books and Supplies, Instructional Materials, Resources for ARTs
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CALSMS - 4100 Textbooks	4000-4999 Books and Supplies; CALSMS - 4100 Textbooks	4000-4999 Books and Supplies; CALSMS - 4100 Textbooks
Amount	\$99,335	\$85,000	\$80,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; CALSECHS - 4200 4300 4350 4370 Books and Supplies, Instructional Materials, Resources for ARTs
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CALSECHS - 4100 Textbooks	4000-4999 Books and Supplies; CALSECHS - 4100 Textbooks	4000-4999 Books and Supplies; CALSECHS - 4100 Textbooks
Amount	\$0	\$0	\$3,500
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1000- ARTS Personnel
Amount	\$0	\$0	\$3,500
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1000 - Arts Personnel
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4000 - ARTS Materials
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4000 - ARTS Materials
Amount	\$0	\$0	\$5,000
Source			LPSBG

Budget Reference			4000-4999 Books and Supplies; CALSMS: 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4300 - Instructional Materials and Supplies

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

Unchanged Goal

Goal 3

CALSMS & CALECHS:

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: Basic Services C. Facilities School facilities are maintained in goodrepair (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 Repair Inspection Checklist and Repair Log	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

Planned Actions / Services

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

Goal 3, 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, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

CALSMS & CALECHS:

- Supervision and staffing of custodial and maintenance staff.
- Security maintenance and staffing.
- Operating costs of facilities

2018-19

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

Unchanged Action

CALSMS & CALECHS:

- Supervision and staffing of custodial and maintenance staff.
- Security maintenance and staffing.
- Operating costs of facilities

2019-20

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

Unchanged Action

CALSMS & CALECHS:

- 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	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; CALSMS - 2200- Staffing	2000-2999 Classified Salaries; CALSMS - 2200- Staffing	2000-2999 Classified Salaries; CALSMS - 2200- Staffing
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; CALSMS -5500, 5600, 5610, 5825 Shared Costs for Facilities
Amount	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; CALECHS - 2200 - Staffing	2000-2999 Classified Salaries; CALECHS - 2200 - Staffing	2000-2999 Classified Salaries; CALECHS - 2200 - Staffing
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; CALECHS - 5500, 5600, 5610, 5825 - Shared Costs for Facilities
Amount	\$0	\$0	\$11,384
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CAL MS-3000=BENEFITS
Amount	\$0	\$0	\$11,384

Source		LCFF
Budget Reference		3000-3999 Employee Benefits; CALHS-3000-BENEFITS

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

Modified Goal

Goal 4

CALSMS & CALECHS

- 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: 8. Other pupil outcomes

Local Priorities: 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 Common Core State Standards.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Goal 4, Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

2018-19

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

Unchanged Action

2019-20

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

Unchanged Action

CALSMS & CALECHS:

- 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.

CALSMS & CALECHS:

- 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.

CALSMS & CALECHS:

- Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.
- Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSMS - 7400-Shared Costs Materials	7000-7499 Other; CALSMS - 7400-Shared Costs Materials	7000-7499 Other; CALSMS - 7400-Shared Costs Materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSMS - 7400-Data Team Support	7000-7499 Other; CALSMS - 7400-Data Team Support	7000-7499 Other; CALSMS - 7400-Data Team Support
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSMS-7400- School Information Services	7000-7499 Other; CALSMS-7400- School Information Services	7000-7499 Other; CALSMS-7400- School Information Services
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSMS-7400- Information Technology -	7000-7499 Other; CALSMS-7400- Information Technology -	7000-7499 Other; CALSMS-7400- Information Technology -

	Produce Professional Development	Produce Professional Development	Produce Professional Development
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALECHS-7400-Shared Costs-Materials	7000-7499 Other; CALECHS-7400-Shared Costs-Materials	7000-7499 Other; CALECHS-7400-Shared Costs-Materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSECHS-7400-Data Team Support	7000-7499 Other; CALSECHS-7400-Data Team Support	7000-7499 Other; CALSECHS-7400-Data Team Support
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSECHS-7400-School Information Services	7000-7499 Other; CALSECHS-7400-School Information Services	7000-7499 Other; CALSECHS-7400-School Information Services
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CALSECHS-7400-Information Technology- Produce Professional Development Training	7000-7499 Other; CALSECHS-7400-Information Technology- Produce Professional Development Training	7000-7499 Other; CALSECHS-7400-Information Technology- Produce Professional Development Training

Goal 4, 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:

CALSMS & CALECHS:

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

CALSMS & CALECHS:

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

CALSMS & CALECHS:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSMS-5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; CALSMS-5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; CALSMS-5200-TRAVEL AND CONFERENCES
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF

Budget Reference	5000-5999 Services and Other Operating Expenses; CALSHS-5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; CALSHS-5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; CALSHS-5200-TRAVEL AND CONFERENCES
Amount	\$0	\$0	\$13,000
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5000 - Professional Development
Amount	\$0	\$0	\$13,000
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5000 - Professional Development
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5000 - Professional Development
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5000 - Professional Development

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

Modified Goal

Goal 5

CALMS & CALECHS

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: 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 meeting	6 family nights minimum 2 parents on school advisory committee 3 parent engagement workshops	6 family nights minimum 2 parents on school advisory committee 3 parent engagement workshops	6 family nights minimum 2 parents on school advisory committee 3 parent engagement workshops

Planned Actions / Services

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

Goal 5, 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, Foster Youth, Low Income**Scope of Services:**

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

LEA-wide**Location(s):**

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

All Schools**Actions/Services****2017-18**

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

Unchanged ActionThe school will provide a minimum of 6 family meetings.**2018-19**

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

Unchanged ActionThe school will provide a minimum of 6 family meetings.**2019-20**

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

Unchanged ActionThe school will provide a minimum of 6 family meetings.**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSMS 5290 Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CALSMS 5290 Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CALSMS 5290 Meetings Staff/Parents

Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSECHS 5290 Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CALSECHS 5290 Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CALSECHS 5290 Meetings Staff/Parents
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2000 - Support Personnel
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2000 - Support Personnel
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5000 - Parent Engagement
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS:5000 - Parent Engagement
Amount	\$0	\$0	\$400
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CAL MS-3000-BENEFITS

Amount	\$0	\$0	\$400
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALHS-3000-BENEFITS

Goal 5, 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

CALSMS & CALECHS

The school will invite 2 parents to attend all School Advisory Council Meetings

CALSMS & CALECHS

The school will invite 2 parents to attend all School Advisory Council Meetings

CALSMS & CALECHS

The school will invite 2 parents to attend all School Advisory Council Meetings

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSMS: 5290 SAC Meeting Staff/Parent	5000-5999 Services and Other Operating Expenses; CALSMS: 5290 SAC Meeting Staff/Parent	5000-5999 Services and Other Operating Expenses; CALSMS: 5290 SAC Meeting Staff/Parent
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSHS: 5290 SAC Meeting Staff/Parent	5000-5999 Services and Other Operating Expenses; CALSHS: 5290 SAC Meeting Staff/Parent	5000-5999 Services and Other Operating Expenses; CALSHS: 5290 SAC Meeting Staff/Parent
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2000 - Support Personnel
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSHS: 2000 - Support Personnel
Amount	\$0	\$0	\$400

Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$400
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 5, Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

CALSMS & CALECHS

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

CALSMS & CALECHS

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

CALSMS & CALECHS

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSMS 1900 - Parent Center Coordinator	5000-5999 Services and Other Operating Expenses; CALSMS 1900 - Parent Center Coordinator	5000-5999 Services and Other Operating Expenses; CALSMS 1900 - Parent Center Coordinator
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CALSECH 1900 - Parent Center Coordinator	5000-5999 Services and Other Operating Expenses; CALSECH 1900 - Parent Center Coordinator	5000-5999 Services and Other Operating Expenses; CALSECH 1900 - Parent Center Coordinator
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

New Goal

Goal 6

CALMS & CALECHS

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
 Local Priorities: 1. Basic Local Priorities: Basic Services. A: Teachers - The degree to which teachers are appropriately assigned (E.C. > Section 44258.9) and fully credentialed. State Priorities: 2: Implementation of State Standards: A. CA CCSS Implementation B. EL Students & Academic Content Knowledge State Priorities 4: Pupil Achievement Local Priorities: Student achievement pupil achievement as measured by: A. Statewide assessment: ELA/Literacy and mathematics, B. API, C. College and Career Ready, E. EL Reclassification rate. State Priorities: 8. Other pupil outcomes Local Priorities: Specify pupil outcomes, if available, in the subject areas described in E.C. 51210(a)-(i), of 51220, as applicable-B. ELA intervention, C. math intervention

Identified Need:

- All students will meet or exceed targets for growth in Statewide Assessments as set by the State.
- The school will meet annual growth goals, or equivalent as mandated by the CA state Board of Education.
- 100% of students on track to be college and career ready.
- EL students will be reclassified as Fluent English Proficient annually

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Growth in reading comprehension each year	Schoolwide: English Learners: Low-income: Foster youth: SPED:			Schoolwide: +82 Lexile English Learners: 94.86 Low-income: Foster youth: SPED: 94.86

	<p>African-American:</p> <p>Latino:</p>			<p>African-american</p> <p>Latino:</p>
<p>Outcome #2: Percentage of students performing at or above proficiency on CAASPP mathematics assessment</p>	<p>Schoolwide:</p> <p>CAASPP 17-18 level of performance</p> <p>English Learners</p> <p>CAASPP 17-18 level of performance</p> <p>Low-income:</p> <p>CAASPP 17-18 level of performance</p> <p>Foster youth:</p> <p>CAASPP 17-18 level of performance</p> <p>SPED:</p> <p>CAASPP 17-18 level of performance</p> <p>African-American:</p> <p>CAASPP 17-18 level of performance</p> <p>Latino:</p> <p>CAASPP 17-18 level of performance</p>			<p>Schoolwide:</p> <p>1% increase above baseline</p> <p>English Learners</p> <p>2% increase above baseline</p> <p>Low-income:</p> <p>2% increase above baseline</p> <p>Foster youth:</p> <p>2% increase above baseline</p> <p>SPED:</p> <p>1% increase above baseline</p> <p>African-American:</p> <p>1% increase above baseline</p> <p>Latino:</p> <p>1% increase above baseline</p>
<p>Outcome #3 Increased percentage of students at/above proficiency on CAASPP ELA Assessment</p>	<p>School-wide:</p> <p>CAASPP 17-18 Level of Performance</p> <p>English Learners:</p> <p>CAASPP 17-18 Level of Performance</p> <p>Low-income:</p>			<p>School-wide:1% increase above baseline</p> <p>English Learners:2% increase above baseline</p> <p>Low-income:2% increase above baseline</p> <p>Foster youth:2% increase</p>

	CAASPP 17-18 Level of Performance Foster youth: CAASPP 17-18 Level of Performance SPED: CAASPP 17-18 Level of Performance African-American: CAASPP 17-18 Level of Performance Latino: CAASPP 17-18 Level of Performance			above baseline SPED: 1% increase above baseline African-American: 1% increase above baseline Latino: 1% increase above baseline
Outcome: #4 Percentage of EL students advancing at least one performance level on the ELPAC	17-18 Baseline			1% increase above baseline
Outcome #5: Increase percentage of EL students (Fall 1) reclassification rate annually	17-18 baseline			1% increase above baseline

Planned Actions / Services

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

Goal 6, Action 1

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

Students to be Served:

Location(s):

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

(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, Foster Youth, Low Income

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:

Action	Action	New Action
		<ul style="list-style-type: none"> • Implementation of intervention programs (after school, Saturday school, summer school) • Purchase of resources: magazine subscriptions, thinking texts, book sets, digital library

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies;

			CALSMS: 4410 TTM & 50% NWEA MAP
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4410 TTM & 50% NWEA MAP
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1100-3600- Outside Class Intervention
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1100-3600- Outside Class Intervention
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4410 Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4410 - Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$0	\$0	\$2,500
Source			LPSBG

Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1100-3600 - Outside Class Intervention
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1100-3600 - Outside Class Intervention
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 6, 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)

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:

Scope of Services:

Location(s):

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

English Learners, Foster Youth, Low Income

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

LEA-wide

(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:

Action	Action	New Action
		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	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1900 - Content Leads
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1900 - Content Leads
Amount	\$0	\$0	\$2,000
Source			LCFF

Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5200 - ELD PD
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5200 - ELD PD
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 6, Action 3

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

Students to be Served:

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

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:

Scope of Services:

Location(s):

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

English Learners

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

LEA-wide

(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:

Action	Action	New Action
		Provide NEWELA or other instructional technology for all students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4410 - NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4410 - NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$4,500
Source			LCFF

Budget Reference			4000-4999 Books and Supplies; CALSMS: 4410 - Achieve 3000 & NWEA (50%)
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4410 - Achieve 3000 & NWEA (50%)

Goal 6, Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

ELD standards professional development through ELD teacher leaders using ELD curriculum and/or external ELD training.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1300 - ELD Teacher Leader Stipend
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1300 - ELD Teacher Leader Stipend
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4300 ELD Curriculum
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALECHS: 4300 ELD Curriculum
Amount	\$0	\$0	\$1,500
Source			LCFF

Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5200 - External ELD Training
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5200 - External ELD Training
Amount	\$0	\$0	\$900
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$900
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 6, Action 5

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:

Scope of Services:

Location(s):

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

English Learners, Foster Youth, Low Income

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

LEA-wide

(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:

Action	Action	New 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			; ee Goal #6, Action Item #2

Goal 6, Action 6

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, Foster Youth, Low Income

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:

Action	Action	New Action
		<ul style="list-style-type: none"> • Creation of student master schedule • Course offerings • Inclusion support for students with IEPs who are also EL and L1 to ensure course access

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1300/1900 - Inclusion Support (Shared Cost Director of SPED)

Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSHS: 1300/1900 - Inclusion Support (Shared Cost Director of SPED)
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1300/1900 - College Counselors
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1300/1900 - College Counselors
Amount	\$0	\$0	\$68,522
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2000 - Intervention & Academic Support Staff
Amount	\$0	\$0	\$68,522
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2000 - Intervention & Academic Support Staff
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2000 - College Counselors

			Interns
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2000 - College Counselors Interns
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

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

New Goal

Goal 7

CALMS & CALECHS

The school will maintain a high Average Daily Attendance (ADA) rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities: State priorities: 5. Pupil Engagement Local Priorities: - Specify Student Engagement: Pupil Engagement as measured by: B. Chronic Absenteeism Rate - Specify student achievement Pupil Achievement as measured by: C. College and Career Ready

Identified Need:

- The school will maintain a high ADA rate $\geq 96\%$
- 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
Outcome #1 The school will maintain $\geq 96\%$ average daily attendance (ADA)	<p>ADA 2018-2019</p> <p>CALS MS: ENGLISH LEARNERS: 96% HISPANIC/LATINO: 95% SCHOOL WIDE: 95% SOCIOECONOMIC DISADVANTAGED: 95% SPECIAL EDUCATION: 92 %</p> <p>CALS HS: ENGLISH LEARNERS: 94% HISPANIC/LATINO: 96% SCHOOL WIDE: 96% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 95%</p>			96% ADA
Outcome #2: Percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually.	<p>UNEXCUSED ABSENCES 2018-2019:</p> <p>CALS MS: 51% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.</p> <p>CALS HS: 61% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.</p>			1% decrease from baseline

Planned Actions / Services

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

Goal 7, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		<ul style="list-style-type: none"> • Attendance Personnel/ Staffing • Social-Emotional Counseling Services • Social Emotional Interventions <ul style="list-style-type: none"> ◦ Family Support Meetings ◦ Incentives ◦ Student and Family Engagement

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,000

Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2100-2400 - Classified Staff
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2100-2400 - Classified Staff
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1300-1900 - Clinical Counseling Team (Shared)
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1300-1900 - Clinical Counseling Team (Shared)
Amount	\$0	\$0	\$17,282
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$17,282
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 7, 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action
Attendance incentives programs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4350 - Instructional Materials

			and Supplies
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4350 - Instructional Materials and Supplies

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

New Goal

Goal 8

CALMS & CALECHS

The school will maintain a school culture conducive to student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: Pupil engagement (Priority 5) C. Middle school retention rate; D.High school dropout rate School climate (Priority 6) School climate measured by: A: Pupil suspension rates; B:Pupil expulsion rates; C: School connectedness

Identified Need:

- The school will reduce the suspension rate
- The school will reduce the expulsion rate
- Increased parent satisfaction rate
- The school will maintain or increase retention for MS
- The school will minimize dropouts for HS

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Annual	ANNUAL STAKEHOLDER SATISFACTION			Student Survey:

<p>stakeholder satisfaction survey shows positive results for school safety, educational and enrichment opportunities from Family and Student surveys with a minimum response rate of 50%</p>	<p>SURVEY 2018-19:</p> <p>CALS MS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 63%</p> <p>STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 72%</p> <p>CALS HS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 64%</p> <p>STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 56%</p>			<p>Positive Result: 80%</p> <p>Response Rate: 50%</p> <p>Family Survey:</p> <p>Positive Result: 80%</p> <p>Response Rate: 50%</p>
<p>Outcome#2: The school will reduce the suspension rate to</p>	<p>CA SCHOOL DASHBOARD SUSPENSION RATE FOR CALS MS-HS: FALL 2018: ENGLISH LEARNERS: ORANGE HISPANIC/LATINO: ORANGE SCHOOL WIDE: ORANGE SOCIOECONOMIC DISADVANTAGED: ORANGE SPECIAL EDUCATION: ORANGE SUSPENSION RATE: 2018-2019 CALS MS: ENGLISH LEARNERS: 3% HISPANIC/LATINO: 1% SCHOOL WIDE: 1% SOCIOECONOMIC DISADVANTAGED: 1% SPECIAL EDUCATION: 3%</p> <p>CALS HS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0%</p>			<p>SY: 2017-18</p> <p>Schoolwide: < 3%</p> <p>English Learners: < 3%</p> <p>Low-income: < 3%</p> <p>Foster Youth: < 3%</p> <p>SPED: < 3%</p> <p>African-American: < 3%</p> <p>Latino Students: < 3%</p>

	SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%			
Outcome #3: Less than or equal to 1% of students will be expelled	EXPULSION RATE: 2018-2019 CALS MS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0% CALS HS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%			SY: 2017-18 Schoolwide: 1% English Learners: 1% Low-income: 1% Foster Youth: 1% SPED: 1% African-American: 1% Latino Students: 1%
Outcome#4: End of the year report from Power School for MS: Retention rate >90% returning 6th/7th grade students. HS: minimize dropout rate	CALS MS 2017-2018: 87% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR. CALS HS 2017-2018: 0% DROPOUT RATE			MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year. HS: School will achieve a <5% dropout rate

Planned Actions / Services

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

Goal 8, 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, Foster Youth, Low Income

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:

Action

2018-19

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

Action

2019-20

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

New Action

Training for teachers, leaders, and families in restorative justice and relational interventions, bully interventions, and SEL.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSMS: 2200-2400 - Discipline Unit (Shared Cost)
Amount	\$0	\$0	\$8,000

Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2200-2400 - Discipline Unit (Shared Cost)
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5860 - Instructional Consultant: No Bully
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5860 - Instructional Consultant: No Bully
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits;

			CALSMS-3000-BENEFITS
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CALSHS-3000-BENEFITS

Goal 8, 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		Parent Engagement Activities:

- Parent Orientation
- Student-led conferences
- Celebration of learning/School advisory council committee
- Parent Meetings/Committees
- Family nights
- Content nights

Training for site leaders on parent engagement

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5200 - Conferences for Leaders
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5200 - Conferences for Leaders

Goal 8, Action 3

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

Students to be Served:

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

Location(s):

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

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, Foster Youth, Low Income

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:

Action	Action	New Action
		1. School emotional counseling services 2. Social emotional interventions <ul style="list-style-type: none"> • Family support meetings • Incentives • Student and family engagement

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$37,500
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; CALSMS: 1300/1900 - Clinical Counseling
Amount	\$0	\$0	\$37,500

Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; CALSECHS: 1300/1900 - Clinical Counseling
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSMS: 5000 - Homeless Support
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CALSECHS: 5000 - Homeless Support
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSMS: 4300 - Social Emotional Intervention
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4300 - Social Emotional Intervention

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

New Goal

Goal 9

CALECHS:

High school students will graduate prepared to succeed in college-level course work

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement

Local Priorities: Pupil achievement (Priority 4): Studnet achievement pupil achievement as measured by: F/ AP Exam passage rate; G.College Preparedness/EAP Pupil engagement (Priority 5): Studnet engagement as measured by: E. High school graduation rates

Identified Need:

- Successful college preparedness
- The school will achieve a greater than or equal to 90% cohort graduation rate established by the CDE.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Greater than or equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam or 70% will receive a B or higher in college courses.	CALS HS: COLLEGE COURSES: 2017-2018 96% students earned B or better in a college course.			SY: ____ ≥60% of students will score ≥ 3 on AP Exam or ≥70% will receive a B or higher for all subgroups
Outcome#2: Students will demonstrate college preparedness with 15% of students scoring greater than or equal to 22 on the ACT exam	2017-2018: 10% OF STUDENTS SCORE ≥ 22 ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM)-COMPOSITE SCORE			18% of students scored ≥ 22 as per CSU/UC College ready standard defined in EAP

Outcome#3: School will graduate 90% or above of persisting seniors with subgroup cohort graduation rate at 90% or above annually to meet the State identified target subgroup graduation rate requirement per CALPADS	2017-2018 GRADUATION RATE: 98.39%			90% 12th grade students (all subgroups) graduate. Schoolwide: English learners: Low-income Foster youth: SPED: African-American: Latino:
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Planned Actions / Services

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

Goal 9, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		<ul style="list-style-type: none"> • Students taking AP Exams will pass with a score of 3 or above • Teachers will attend professional development on AP Exam/ College course preparation

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CALSECHS: 2200 - College Counselor
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 9, 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)

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, Foster Youth, Low Income

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:

Action

2018-19

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

Action

2019-20

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

New Action

PUC Competitive Edge class will provide instruction, support, and intervention for EAP, ACT, and SAT tests.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CALSECHS: 4410 REV Prep

Goal 9, Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

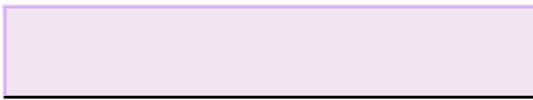
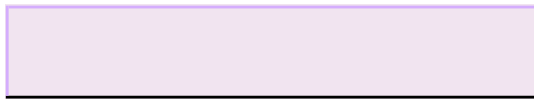
Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		PUC Competitive Edge class will provide instruction, support, and intervention for EAP, ACT, and DAT tests (math focus)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$9,000
Source			LCFF

Budget
Reference



4000-4999 Books and Supplies;
CALSECHS: 4410 Software (Smart City)

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$1,464,077

Percentage to Increase or Improve Services:

32.55%

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 **86.94%** 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 CALS Middle School and Early College High's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we added "literacy leveled materials." This change emphasizes the critical role that literacy places in achieving the vision of college success for all students. Second, the parent engagement goal will be altered in Action 3 to indicate 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.

In addition, the PUC CALS Middle School and Early College High 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: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$1,381,933

Percentage to Increase or Improve Services:

32.62%

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 **87.22%** 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 CALS Middle School and Early College High's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. Because of our unduplicated student

population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Based on a review of stakeholder input, three changes were made to the 18-19 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we added “literacy leveled materials.” This change emphasizes the critical role that literacy places in achieving the vision of college success for all students. Second, the parent engagement goal will be altered in Action 3 to indicate 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.

In addition, the PUC CALS Middle School and Early College High 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:

\$1,433,296

Percentage to Increase or Improve Services:

34.03%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

[\(see instructions\)](#).

The details of the action and services and expenditures of the Supplemental and Concentration grant funds are articulated in this plan. These include teacher and administrative recruitment and development, intervention programs, social/emotional supportive programs, strategic professional development, data tracking, programs and software to better serve all our students including low income, Foster Youth and English Learner population. Additionally, funds support parent engagement, parent education, as well as stakeholder involvement support and resources. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. Finally, students with IEPs who are also low income, foster youth and English learners will receive stated support.

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Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,613,790	\$1,608,149	\$1,844,198
1000-1999 Certificated Salaries	545,028	539,384	540,828
2000-2999 Classified Salaries	379,612	394,615	401,888
3000-3999 Employee Benefits	0	0	145,332
4000-4999 Books and Supplies	293,150	283,150	303,150
5000-5999 Services and Other Operating Expenses	131,000	131,000	171,000
7000-7499 Other	265,000	260,000	282,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,613,790	\$1,608,149	\$1,844,198
After School Education & Safety	126,000	126,000	0
LPSBG	0	0	20,000
Federal Revenues - Title I	0	0	217,044
Federal Revenues - Title II	0	0	26,000
Federal Revenues - Title IV	0	0	17,000
LCFF Base/Not Contributing to Increased or Improved Services	1,463,790	1,458,149	288,000
LCFF S & C/Contributing to Increased or Improved Services	24,000	24,000	1,276,154

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$1,613,790	\$1,608,149	\$1,844,198
1000-1999 Certificated Salaries	LPSBG	0	0	5,000
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	75,000
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	7,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	536,028	530,384	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	9,000	9,000	453,828
2000-2999 Classified Salaries	After School Education & Safety	126,000	126,000	0
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	137,044
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	0	4,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	253,612	268,615	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	260,844
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	145,332
4000-4999 Books and Supplies	LPSBG	0	0	10,000
4000-4999 Books and Supplies	Federal Revenues - Title IV	0	0	6,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	281,150	271,150	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	12,000	12,000	287,150
5000-5999 Services and Other Operating Expenses	LPSBG	0	0	5,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	0	0	5,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	0	26,000

5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	128,000	128,000	6,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000	129,000
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	265,000	260,000	282,000

Expenditures by Goal and Funding Source

Funding Source

2019

CALSMS & CALECHS:

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

All Funding Sources	\$530,000
LCFF Base/Not Contributing to Increased or Improved Services	170,000
LCFF S & C/Contributing to Increased or Improved Services	360,000

CALSMS & CALECHS:

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	\$213,000
LPSBG	10,000
Federal Revenues - Title IV	13,000
LCFF S & C/Contributing to Increased or Improved Services	190,000

CALSMS & CALECHS:

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	\$196,612
LCFF S & C/Contributing to Increased or Improved Services	196,612

CALSMS & CALECHS

- 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	\$149,000
LPSBG	5,000
Federal Revenues - Title II	26,000
LCFF Base/Not Contributing to Increased or Improved Services	118,000

CALMS & CALECHS

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

All Funding Sources	\$58,600
Federal Revenues - Title I	1,000
LCFF S & C/Contributing to Increased or Improved Services	57,600

CALMS & CALECHS

Improve college access and college readiness through a rigorous academic program

All Funding Sources	\$304,394
LPSBG	5,000
Federal Revenues - Title I	137,044
Federal Revenues - Title IV	4,000
LCFF S & C/Contributing to Increased or Improved Services	158,350

CALMS & CALECHS

The school will maintain a high Average Daily Attendance (ADA) rate.

All Funding Sources	\$213,392
LCFF S & C/Contributing to Increased or Improved Services	213,392

CALMS & CALECHS

The school will maintain a school culture conducive to student learning.

All Funding Sources	\$142,200
Federal Revenues - Title I	79,000
LCFF S & C/Contributing to Increased or Improved Services	63,200

CALECHS:

High school students will graduate prepared to succeed in college-level course work

All Funding Sources	\$37,000
LCFF S & C/Contributing to Increased or Improved Services	37,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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CALSMS & CALECHS:

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

All Funding Sources	\$470,000	\$480,703
LCFF Base/Not Contributing to Increased or Improved Services	470,000	480,703

CALSMS & CALECHS:

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	\$200,000	\$185,000
LCFF Base/Not Contributing to Increased or Improved Services	200,000	185,000

CALSMS & CALECHS:

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	\$171,612	\$171,615
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LCFF Base/Not Contributing to Increased or Improved Services	171,612	171,615
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CALSMS & CALECHS

- 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	\$187,200	\$190,853
LCFF Base/Not Contributing to Increased or Improved Services	187,200	190,853

CALSMS & CALECHS:

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

All Funding Sources	\$52,000	\$52,000
LCFF Base/Not Contributing to Increased or Improved Services	52,000	52,000

CALSMS & CALECHS:

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

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

All Funding Sources	\$178,150	\$178,150
After School Education & Safety	126,000	126,000
LCFF Base/Not Contributing to Increased or Improved Services	52,150	52,150

CALSMS & CALECHS:

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

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

State Indicators:

- Chronic Absentism
- suspension Rate (K-12)
- English Learner Progress (K-12)

- Graduation Rate (9-12)
- College/Career
- English Language Arts (3-8)
- Mathematics (3-8)

All Funding Sources	\$14,000	\$9,000
LCFF Base/Not Contributing to Increased or Improved Services	14,000	9,000

CALSMS & CALECHS:

Students are on track to be college and career ready.

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

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

All Funding Sources	\$6,000	\$6,000
LCFF Base/Not Contributing to Increased or Improved Services	6,000	6,000

CALSMS & CALECHS:

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

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

- **English Learner Progress (K-12)**

All Funding Sources	\$9,000	\$9,000
LCFF S & C/Contributing to Increased or Improved Services	9,000	9,000

CALMS & CALECHS:

EL students will be reclassified as Fluent Proficient annually.

All Funding Sources	\$15,000	\$15,000
LCFF S & C/Contributing to Increased or Improved Services	15,000	15,000

CALSM & CALECHS:

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 per the California School Dashboard

- **Chronic Absenteeism**

All Funding Sources	\$106,000	\$106,000
LCFF Base/Not Contributing to Increased or Improved Services	106,000	106,000

CALSMS & CALSECHS

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 Sate Accountability System.

- **Chronic Absenteeism**

All Funding Sources	\$0	\$0
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CALSMS:

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

CALECHS:

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

All Funding Sources	\$74,828	\$74,828
LCFF Base/Not Contributing to Increased or Improved Services	74,828	74,828

CALSMS & CALECHS

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

Update 17-18

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

Suspension Rate (K-12)

All Funding Sources	\$40,000	\$40,000
LCFF Base/Not Contributing to Increased or Improved Services	40,000	40,000

CALSMS & CALSECHS:

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

All Funding Sources	\$0	\$0
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CALSMS & CALSECHS:

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

rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

All Funding Sources	\$10,000	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	10,000

CALSMS & CALECHS :

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

All Funding Sources	\$46,000	\$46,000
LCFF Base/Not Contributing to Increased or Improved Services	46,000	46,000

CALMS & CALECHS

All Students will have access to ELA and Math Intervention

All Funding Sources	\$0	\$0
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CALECHS Goal Only:

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

Update 17-18:

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

College/Career:

- A. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- B. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

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

CALECHS Goal Only:

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

All Funding Sources	\$19,000	\$19,000
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CALSECHS (Only) :

School will graduate 90+ % of persisting seniors

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

All Funding Sources

\$0

\$0

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