

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	PUC Community Charter Middle and PUC Community Charter High
<b>CDS code:</b>	19647336116750
<b>LEA contact information:</b>	Gerard Montero, G.Montero@pucschoools.org, (818) 559-7699
<b>Coming LCAP Year:</b>	2019-2020
<b>Current LCAP Year</b>	2018-2019

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

<b>Projected General Fund Revenue for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 8,851,994
LCFF supplemental & concentration grants	\$ 1,855,034
All other state funds	\$ 1,433,537
All local funds	\$ 59,215
All federal funds	\$ 938,102
<b>Total Projected Revenue</b>	<b>\$ 11,282,848</b>

<b>Total Budgeted Expenditures for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 11,197,639
Total Budgeted Expenditures in LCAP	\$ 1,922,440
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 1,922,420
Expenditures not in the LCAP	\$ 9,275,199

<b>Expenditures for High Needs Students in the 2018-2019 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 1,467,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 1,467,000

**LCFF Budget Overview for Parents: Narrative Response Page**

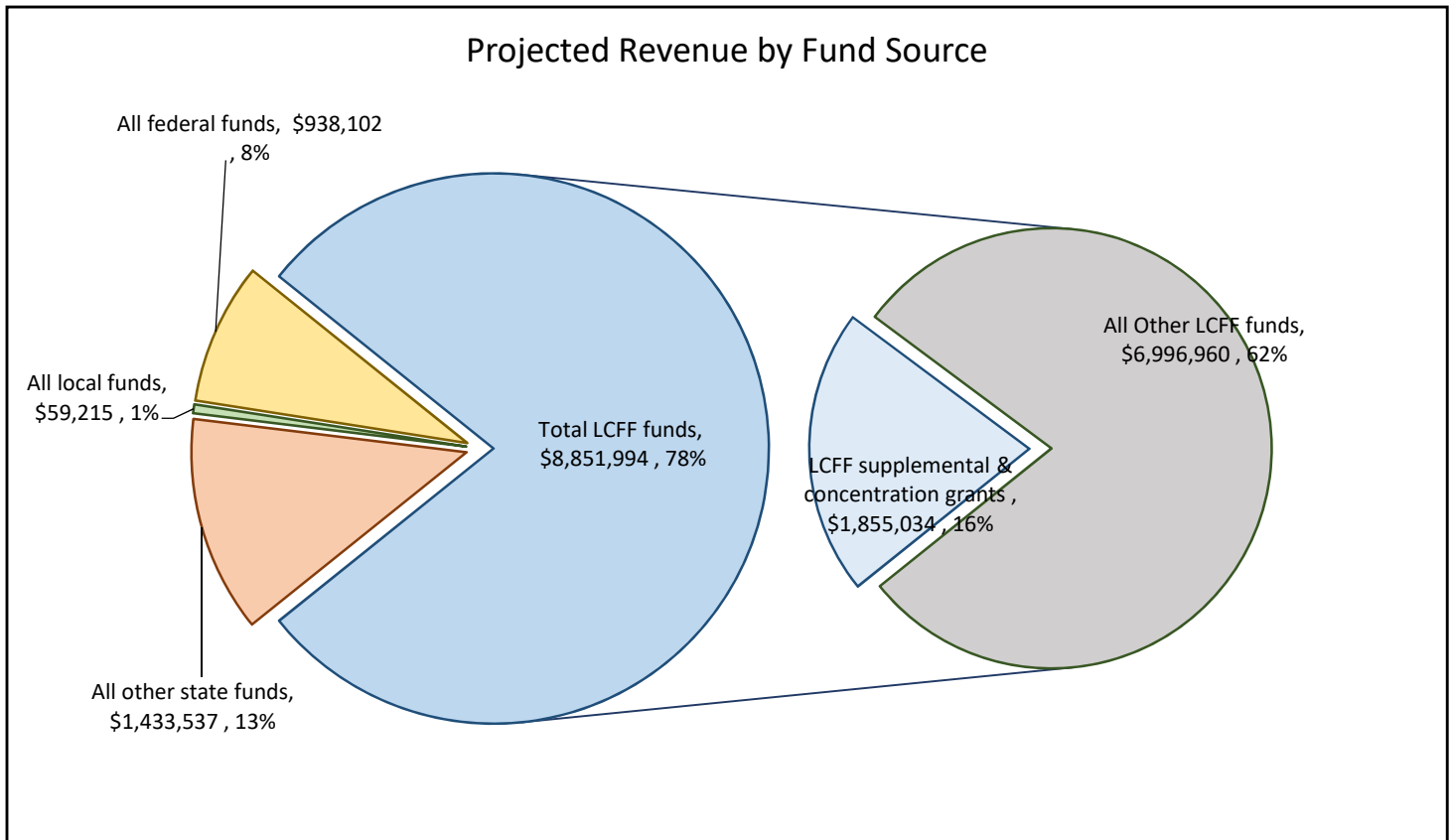
<b>Required Prompt(s)</b>	<b>Response(s)</b>
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The General Fund Budget Expenditures for the LCAP year not included in the LCAP include other LCFF funding that is not included in the Supplemental/Concentration Funding. The Other LCFF expenditures include Lease payments, Classified and Certificated Salaries 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.]
A prompt may display based on information provided in the Data Input tab.	

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC Community Charter Middle and PUC Community Charter High  
CDS Code: 19647336116750  
Local Control and Accountability Plan (LCAP) Year: 2019-2020  
LEA contact information: Gerard Montero, G.Montero@pucschools.org, (818) 559-7699

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

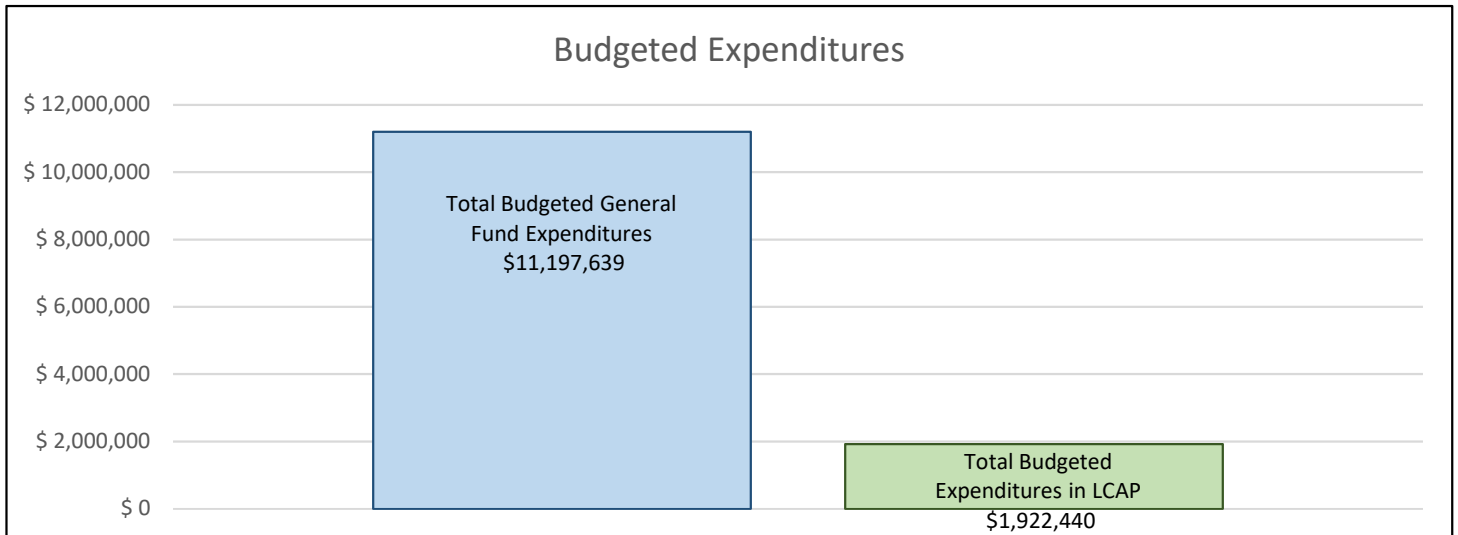


This chart shows the total general purpose revenue PUC Community Charter Middle and PUC Community Charter High expects to receive in the coming year from all sources.

The total revenue projected for PUC Community Charter Middle and PUC Community Charter High is \$11,282,848.00, of which \$8,851,994.00 is Local Control Funding Formula (LCFF), \$1,433,537.00 is other state funds, \$59,215.00 is local funds, and \$938,102.00 is federal funds. Of the \$8,851,994.00 in LCFF Funds, \$1,855,034.00 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 Community Charter Middle and PUC Community Charter 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 Community Charter Middle and PUC Community Charter High plans to spend \$11,197,639.00 for the 2019-2020 school year. Of that amount, \$1,922,440.00 is tied to actions/services in the LCAP and \$9,275,199.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

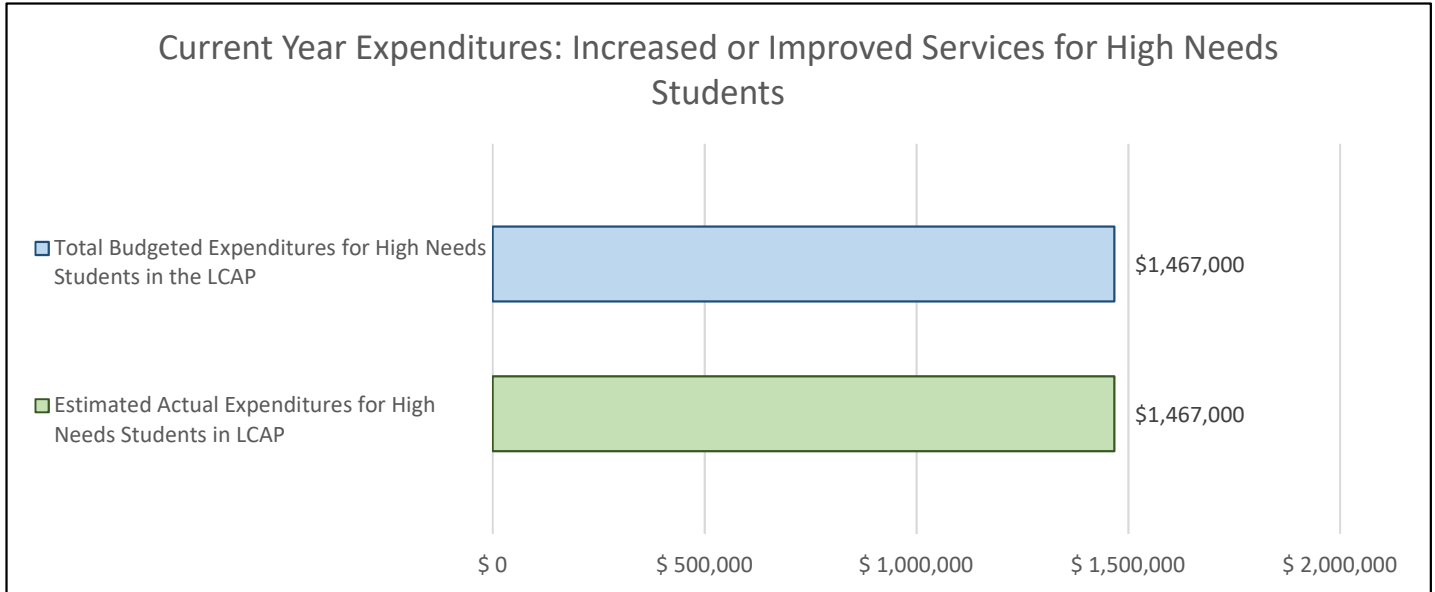
The General Fund Budget Expenditures for the LCAP year not included in the LCAP include other LCFF funding that is not included in the Supplemental/Concentration Funding. The Other LCFF expenditures include Lease payments, Classified and Certificated Salaries not included in the LCAP

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

In 2019-2020, PUC Community Charter Middle and PUC Community Charter High is projecting it will receive \$1,855,034.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Community Charter Middle and PUC Community Charter 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 Community Charter Middle and PUC Community Charter High plans to spend \$1,922,420.00 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 Community Charter Middle and PUC Community Charter 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 Community Charter Middle and PUC Community Charter 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 Community Charter Middle and PUC Community Charter High's LCAP budgeted \$1,467,000.00 for planned actions to increase or improve services for high needs students. PUC Community Charter Middle and PUC Community Charter High estimates that it will actually spend \$1,467,000.00 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 Community Charter Middle and PUC  
Community Charter Early College High

Contact Name and Title

Gerard Montero  
Compliance Director

Email and Phone

[g.montero@pucschools.org](mailto: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 Community 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 Community Charter Middle and PUC Community Charter Early College High was founded in 1999 (middle school) and 2004 (high school) in the Northeast San Fernando Valley. As of February 2019, 92.81% of PUC Community Charter Middle and PUC Community Charter Early College High's students are Hispanic, and 2.83% are African American. 17.48% of the student population is served by the Special Education program, and 7.67% of students are identified English Learners (ELs) and 54.89% are Reclassified Fluent English Proficient (RFEP). 77.44% of families qualify for free or reduced lunch. About 24.29% of parents have taken some college coursework or Associate's degree, and 3.94% have graduate degree or higher.

**In addition, we are proud to be in the the top 8% of high schools in the country, according to [U.S. News & World Report](#). The rankings put PUC Community Charter Early College High in the top 5 best charter high schools in Los Angeles Unified. Also, PUC Community Charter Early College High and PUC Lakeview Charter High are in the top 15 best charter high schools in Los Angeles Unified.**

This year, these recognitions have taken on even greater meaning as they came just as we celebrated the *20th anniversary* of PUC Community Charter Middle School—the first startup charter school in the San Fernando Valley. Students from our first class, other PUC alumni, teachers, staff, parents, current students, and others attended two celebration events where they shared how positively their lives were impacted by the school.

## 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.

This is the second year of the implementation of 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 continue our professional development on:

1. Culturally Relevant Teaching in order to support rigor and relationships in our school,
2. Data analysis to ensure growth for all students and subgroups,
3. CCMS: Schoolwide themes for teachers' professional growth this year--Rigor, Relevance, Social-Emotional Intelligence, Choice. At the high school, a schoolwide teacher development goal in 3.2b Cognitive Engagement, 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. As we continued with the implementation of social emotional learning in order to support the growth of the whole child and positive school culture we had four professional developments focused on Trauma-Informed Care.

At the middle school level, PUC Community Charter Middle and Early College High School continue to set key objectives for 50% of students to meet or exceed on ELA CAASPP assessment and 45% of students to meet or exceed on Math CAASPP assessment. At the high school level, the school set strategic objectives for 80% of students to meet or exceed on ELA CAASPP assessment and 50% of students to meet or exceed on Math CAASPP assessment. 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. In addition, the high school offered "Senior Institute" a 3-day summer institute offered to all SENiors to prepare for college application process.

## 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. Based on the CA School Dashboard Fall 2018 report, the school achieved an amazing graduation rate at 99%, a 2.2% increase from the previous school year, and high College and Career Readiness, at 74.3% which a 6.2% increase from the previous school year. The school also achieved 53.84% Meets and Exceeds in ELA for Grade 11. 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. We also noted that expulsion rate was 0%. 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. The 2018-2019 Parent Survey shows strong satisfaction as evidenced by level 3 or higher on a four point scale. Student satisfaction also remained high, earning a level three on a four-point scale for both PUC CCMS and PUC CCECHS.

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

### **Greatest Needs**

Of the data provided on the state dashboard, the school has identified ELA (42.77% Meets or Exceeds grades 6-8) and Mathematics (37.78% Meets or Exceeds for grades 6-8) achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school has implemented differentiation as well as instructional technology for intervention within and outside of the school day. The school continues to utilize MAP Growth assessment data to inform 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**

Based on the analysis of the state indicators, there is no performance gap. However our Students with Disabilities continue in Red Level performance for both English Language Arts and Math Academic Indicators. In addition, all other subgroups are scoring in orange. In order to address this performance gap, the school will implement differentiated instruction and utilize data from MAP Growth assessments to inform planning of intervention.

## **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 Community Charter Middle School and PUC Community Charter Early College High School is a single-school LEA and 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 Community Charter Middle School and PUC Community Charter Early College High School is a single-school LEA and 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 Community Charter Middle School and PUC Community Charter Early College High School is a single-school LEA and 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

#### CCMS & CCECHS:

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

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS Annual Credential Report</b>	<b>2018-19</b> 100%	CCMS: 100% APPROPRIATELY ASSIGNED 100% FULLY CREDITIALED  CCECHS: 100% APPROPRIATELY ASSIGNED 85% 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• Supervision and staffing of instructional program</li> <li>• Efficient Recruitment and Hiring Process</li> <li>• 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.</li> <li>• <b>Focus on Administration support for ELA Teachers to support EL Learners.</b></li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 - CCMS-1300-Administrators            \$85,000 - LCFF - 7000-7499 Other - CCMS-7400-Directors of Talent Management, HR, and IT            \$150,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300-Administrators            \$85,000 - LCFF - 7000-7499 Other - CCECHS-7400-Directors of Talent Management, HR, IT</p>	<p>\$150,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300-Administrators            \$85,000 - LCFF - 7000-7499 Other - CCMS-7400-Directors of Talent Management, HR, and IT            \$150,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300-Administrators            \$85,000 - LCFF - 7000-7499 Other - CCECHS-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

### CCMS & CCECHS:

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-levelled 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
<b>SARC REPORT</b>	<b>2018-19</b> 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</li> <li>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4200,4300,4350,4370- Instructional Materials and Resources for Arts \$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4100-Textbooks \$85,000 - LCFF - 4000-4999 Books and Supplies - CCECHS- 4200,4300,4350,4370- Instructional Materials and Resources for Arts \$5,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4100-Textbooks</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4200,4300,4350,4370- Instructional Materials and Resources for Arts \$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4100-Textbooks \$85,000 - LCFF - 4000-4999 Books and Supplies - CCECHS- 4200,4300,4350,4370- Instructional Materials and Resources for Arts \$5,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-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

#### CCMS & CCECHS:

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 good repair (E.C. 17002(d))

### Annual Measurable Outcomes

Expected	Actual
<b>Site Repaire Inspection Checklist 2018-19 and Repair Log</b> 90%/90%/100%	<b>CCMS &amp; CCECHS:</b> 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Supervision and staffing of custodial and maintenance staff.</li> <li>Security maintenance and staffing.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></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 - CCMS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5500,5600,5610,5825- Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - CCECHS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS- 5500,5600,5610,5825-Shared Costs for Facilities Associate</p>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - CCMS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5500,5600,5610,5825- Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - CCECHS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS- 5500,5600,5610,5825-Shared Costs for Facilities Associate</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.

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

## Goal 4

### CCMS & CCECHS:

- 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
<b>Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents</b>	<b>2018-19</b> 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>	\$43,100 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared	\$43,100 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</li> <li>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1:</p> <p>Math and ELA implemented CCSS for all grades.</p> <p>Teachers participated in Professional Development, trainings and workshops in CA CCSS</p> <p>Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</p>	<p>Costs-Superintendents &amp; Aides</p> <p>\$5,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Shared</p> <p>Cost Materials</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Data Team Support</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-School Information Services</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Information Technology-Produce Professional Development Training</p> <p>\$43,100 - LCFF - 1000-1999</p> <p>Certificated Salaries - CCECHS-1300,1900-Shared</p> <p>Cost-Staffing of Coaches, Superintendents &amp; Aides</p> <p>\$5,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Shared</p> <p>Cost-Materials</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Data Team Support</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-School Information Services</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Information Technology-Produce Professional Development Training</p>	<p>Costs-Superintendents &amp; Aides</p> <p>\$5,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Shared</p> <p>Cost Materials</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Data Team Support</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-School Information Services</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCMS-7400-Information Technology-Produce Professional Development Training</p> <p>\$43,100 - LCFF - 1000-1999</p> <p>Certificated Salaries - CCECHS-1300,1900-Shared</p> <p>Cost-Staffing of Coaches, Superintendents &amp; Aides</p> <p>\$5,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Shared</p> <p>Cost-Materials</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Data Team Support</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-School Information Services</p> <p>\$17,000 - LCFF - 7000-7499</p> <p>Other - CCECHS-7400-Information Technology-Produce Professional Development Training</p>
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## Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 - CCMS-5200-CCSS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5200-CCSS Professional Development for Teachers</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5200-CCSS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-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.

### Implementation 1:

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

### Implementation 2:

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

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

### CCMS & CCECHS:

- 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
<b>Family Meeting Agendas and Sign Ins, Site Advisory Council Agendas and Sign Ins</b>	<p>2018-19</p> <p>6 Family Nights</p> <p>Minimum 2 Parents on School Advisory Committee</p> <p>3 Parent Engagement Workshops</p>	<p>CCMS:</p> <ol style="list-style-type: none"> <li>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</li> <li>2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 10 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</li> <li>3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</li> </ol> <p>CCECHS:</p> <ol style="list-style-type: none"> <li>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</li> </ol>

2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 8 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• School will provide a minimum of 6 Family Meetings</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>FAMILY NIGHTS:            August 3            Freshman Orientation/Family Luncheon            August 30            Back to School Night            September 20            Student-Led Conference:            Goal Setting with MAP Data and Progress Report 1            October 18            Latino Heritage Celebration            November 15-16            Parent-Teacher Conferences            December 6            Winter Arts Festival            February 21            Student-Led Conference: Progress Monitoring with MAP Mid Assessment and Semester 1 Report            Card</p>	<p>\$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            CCMS-5290-Meetings            Staff/Parents            \$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            CCECHS-5290-Meetings            Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            CCMS-5290-Meetings            Staff/Parents            \$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            CCECHS-5290-Meetings            Staff/Parents</p>

	<p>March 21-22 Parent-Teacher Conferences May 16 Spring Arts Festival Sample of workshops for parents through PUC Valley Parent Center:</p> <p>DATE:      WORKSHOP TOPICS: 1/23/19    COMPUTER CLASS</p> <p>2/5/19 PARENT ADVISORY COUNCIL</p> <p>2/11-2/14/19 LAMC ESL CLASSES</p> <p>3/19/19 CSUN COLLEGE ROAD MAP</p> <p>4/2/19 HEALTH WORKSHOP</p> <p>4/9/19 PARENTING 101</p> <p>4/10/19 PEER HEALTH EXCHANGE</p> <p>4/16/19 COLLEGE KNOWLEDGE WORKSHOP</p>		
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**Goal 5, Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>School will invite 2 parents to attend all School Advisory Council Meetings.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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. SAC Meetings Friday, September 7-LCAP was discussed Friday, November 8 Friday, April 5</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5290-SAC Meetings Staff/Parents \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5290-SAC Meetings Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5290-SAC Meetings Staff/Parents \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5290-SAC Meetings Staff/Parents</p>

### Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <p>PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.</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 - CCMS-1900-PARENT COORDINATOR \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS- 5860-Instructional Consultants</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1900-PARENT COORDINATOR \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS- 5860-Instructional Consultants</p>

### Analysis

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

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

In addition to fulfilling the plans for this goal, the school continued to increase publicity for family meetings, including personal phone calls to ensure increased attendance. School partnered with PUC Valley Parent Center instead of an outside agency to offer parent engagement workshops. Parent Center Advisory Council provided input on topics for workshops

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 offerings, stakeholder input opportunities, and 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. PUC Valley Parent Center has been in operation for at least two years and is guided by a parent advisory panel. Panel surveyed parents to generate core areas for workshops. As such, school modified LCAP in areas of Goal 5, Action 3, and Budget for Action 3.

## Goal 6

### CCMS & CCECHS:

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
<b>CAASPP Statewide Assessment Results</b>	<b>2018-19</b> Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: CCMS: ENGLISH LEARNERS: ELA-7%; ORANGE/MATH-2%; ORANGE HISPANIC/LATINO: ELA-40%;ORANGE/MATH-34%; ORANGE SCHOOL WIDE: ELA-41%; ORANGE/MATH-34%; ORANGE SOCIOECONOMIC DISADVANTAGED: ELA-39%; ORANGE/MATH-33%; ORANGE SPECIAL EDUCATION: ELA-4%; RED/MATH-7%; RED  CCECHS: ENGLISH LEARNERS: ELA-0%; ORANGE/MATH0-%; ORANGE HISPANIC/LATINO: ELA-56%; ORANGE/MATH-53%; ORANGE

SCHOOL WIDE: ELA-54%; ORANGE/MATH-53%; ORANGE  
 SOCIOECONOMIC DISADVANTAGED: ELA-48%; ORANGE/MATH-44%;  
 ORANGE  
 SPECIAL EDUCATION: ELA-9%; RED/MATH-33%; RED

## Actions / Services

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

### Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of Intervention programs (after school, Saturday school, summer school)</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p> <p><b>CCMS:</b>          We offer Academic Coaching (tutoring, basic skills practice, online programs) 2x per week afterschool for each grade-level. We also have Power Hour, which is a specialized program for our students in the Inclusion program, afterschool Mondays-Thursdays for one hour. We have offered both Academic Coaching and Power Hour since the beginning of the year (October) Lastly, we have Saturday school for our highest need 6th graders 2x per month, beginning in March.          Instructional technology for intervention: newsela iReady (for intervention) Lexile</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-TTM &amp; 50% NWEA MAP          \$8,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1100-Staffing for Outside of Class Intervention          \$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-Data Tracking Tools, Illuminate, Schoolzilla          \$18,150 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-TTM &amp; 50% NWEA MAP          \$8,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1100-Staffing for Outside of Class Intervention          \$5,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-Data Tracking Tools, Illuminate, Schoolzilla</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-TTM &amp; 50% NWEA MAP          \$8,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1100-Staffing for Outside of Class Intervention          \$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-Data Tracking Tools, Illuminate, Schoolzilla          \$18,150 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-TTM &amp; 50% NWEA MAP          \$8,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1100-Staffing for Outside of Class Intervention          \$5,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-Data Tracking Tools, Illuminate, Schoolzilla</p>

Level Set (for assessment), Imagine Math iReady (for intervention)

**CCECHS:**

Teacher Office Hours: All teachers offer office hours after school for re-teaching, re-assesment, and tutoring. After school Homework Club 3 times/week, Peer Tutoring offered 3 times a week during lunch, Senior Institute: a 3-day institute offered to all seniors to prepare for college application process, Senior APEX After school (April - June) Teacher Office Hours & Tutoring (varies throughout the week) Instructional technology for intervention: Achieve 3000, Newsela, MAP, Khan Academy

## Analysis

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

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

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

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

Based on 17-18 state assessments results, school is not making progress toward goal of meeting or exceeding state targets.

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



## Goal 7

### CCMS & CCECHS:

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 Absenteeism,
- Suspension Rate(K-12),
- English Learner Progress(K-12),
- Graduation Rate(9-12),
- College/Career,
- English Language Arts(3-8),
- Mathematics(3-8)

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities: Pupil Engagement as measured by: B. Chronic Absenteeism Rate - Specify Student Achievement as measured by C. College and Career REady

## Annual Measurable Outcomes

Expected		Actual
<b>CDE API Report-Changed to California School Dashboard</b>	<b>2018-19</b> Growth Target to be determined.	CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2017-2018: 1. CHRONIC ABSENTEEISM: ORANGE 2. SUSPENSION RATE: YELLOW 3. ENGLISH LEARNER PROGRESS: N/A 4. GRADUATION RATE: BLUE 5. COLLEGE/CAREER: BLUE 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
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents</p> <p>Professional Development: All teachers receive professional development monthly. These PDs are facilitated by Inclusion Specialists and focus on differentiation, accommodations, compliance, and how to utilize recipe cards in their lesson plans. All general education teachers participate collaboration meetings with Inclusion Specialists to discuss accommodations and best practices.</p> <p>Coaching and Feedback</p> <p>Professional Development for English Learners and subgroups: All teachers received professional development around SDAIE teaching strategies, integrated ELD vs. designated ELD, and analyze/incorporate ELD standards in their lesson plans.</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1900-CONTENT LEADS</p> <p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5200-ELD Standards Program Professional Development</p> <p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1900-CONTENT LEADS</p> <p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5200-ELD Standards Program Professional Development</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1900-CONTENT LEADS</p> <p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5200-ELD Standards Program Professional Development</p> <p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1900-CONTENT LEADS</p> <p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5200-ELD Standards Program Professional Development</p>

## Analysis

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

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

Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans. In addition, teachers participated in Milestones meetings to collaborate on proper scope and sequence of standards and opportunities for intervention.

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

PD Survey results have a high satisfaction rate.

CA School Dashboard Fall 2018 shows Orange for Academic Indicator ELA and Mathematics. Yellow for Suspension Rate which is an improvement from Fall 2017 Orange Indicator. Based on the available data, the school feels the actions being provided may be appropriate but will need to be monitored and a focus on ELA and Mathematics will be needed through a deeper dive in school-level assessment and CAASPP data.

College & Career Readiness and Graduation Rate Indicators were Blue which indicates overall effectiveness of actions and services.

English Learner Progress was not reported out for the Fall 2018 Dashboard.

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 in New Goal #6 for LCAP 2019-2020.

## Goal 8

### CCMS & CCECHS:

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 Priorities: 4. Pupil achievement

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>Internal Lexile Data, EAP Results 2018-19</b> 75%</p>	<p>CCMS: FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: ORANGE HSPANIC/LATINO: ORANGE SCHOOL WIDE: ORANGE SOCIOECONOMIC DISADVANTAGED: ORANGE SPECIAL EDUCATION: RED</p> <p>CCECHS: FALL 2017 CA DASHBOARD COLLEGE/CAREER INDICATOR: 74.3% PREPARED</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 8, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Provide NEWSELA or other instructional technology for all</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>ELA teachers utilize Google Classroom, NEWSELA, and preparation for CAASPP through IABs.</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-NEWSELA or Other Technology Program \$3,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-NEWSELA or Other Technology Program</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-NEWSELA or Other Technology Program \$3,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-NEWSELA or Other Technology Program</p>

students	The school utilized Achieve3000 to measure and improve reading and overall literacy.		
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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.

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.

Based on Fall 2018 CA Dashboard ELA Academic Indicator the actions and services did not bring forth growth based on prior years' data.

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

### CCMS & CCECHS:

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:

### Annual Measurable Outcomes

	Expected	Actual
<b>CELDT Annual Report/Internal Data</b>	<p><b>2018-19</b> 75% of EL students will advance at least one performance level per academic year.</p>	<p>CELDT 2017-2018: CCMS: HISPANIC/LATINO: 75% SCHOOL-WIDE: 75% SOCIOECONOMIC DISADVANTAGED: 75% SPECIAL EDUCATION: 67% School offered book club lessons focused on ELD standards completed weekly in Advisory.</p> <p>CCECHS: HISPANIC/LATINO: 50% SCHOOL-WIDE: 50% SOCIOECONOMIC DISADVANTAGED: 47% SPECIAL EDUCATION: 50%</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 9, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-NEWSELA OR OTHER SOFTWARE \$3,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-NEWSELA OR OTHER SOFTWARE</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4410-NEWSELA OR OTHER SOFTWARE \$3,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4410-NEWSELA OR OTHER SOFTWARE</p>

**CCMS & CCECHS:**  
Provide NEWSELA or other instructional technology for all students.

ELA teachers utilize Google Classroom and NEWSELA.  
All teachers received professional development around SDAIE teaching strategies, integrated ELD vs. designated ELD, and analyze/incorporate ELD standards in their lesson plans.

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

**CCMS & CCECHS:**

EL students will be reclassified as Fluent English 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
<b>CELDT Results and Reclassification Matrix</b>	<b>2018-19</b> Higher than District Average	RECLASSIFICATION RATE 2017-2018:  CCMS: 63% RECLASSIFICATION RATE  CCECHS: 29% 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• ELD Standards Professional Development and Materials</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</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.</p> <p>EL Recipe Cards were developed in order to support goal setting, monitoring of goals</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared Costs-Staffing of ELD Coaches</p> <p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900-Shared Costs-Staffing of ELD Coaches</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared Costs-Staffing of ELD Coaches</p> <p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900-Shared Costs-Staffing of ELD Coaches</p>



and support.

## 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. See Goal 9 for details.

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

Based on the 2017-2018 Reclassification Rate, overall, the actions/services were effective in achieving the goals.

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

### **CCMS & CCECHS(formally HS Goal 13):**

School will maintain a high ADA rate:

- ALL SUBGROUPS: EL, SPED, LI

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

- **Chronic Absenteeism**

State and/or Local Priorities Addressed by this goal:

### Annual Measurable Outcomes

	Expected	Actual
<b>Monthly Attendance Reports</b>	<b>2018-19</b> >96%	ADA 2018-2019:  CCMS: ENGLISH LEARNERS: 97% HISPANIC/LATINO: 97% SCHOOL WIDE: 97 % SOCIOECONOMIC DISADVANTAGED: 97% SPECIAL EDUCATION: 96%  CCECHS: ENGLISH LEARNERS: 94% HISPANIC/LATINO: 96% SCHOOL WIDE: 96% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 94%

### Actions / Services

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

#### Goal 11, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  <b>CCMS &amp; CCECHS:</b>	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  School Personnel focused on providing	\$50,000 - LCFF - 2000-2999 Classified Salaries - CCMS-2100,2400-Support Pay of Classified Staff \$50,000 - LCFF - 2000-2999 Classified Salaries - CCECHS- 2100,2400-Support Pay of	\$50,000 - LCFF - 2000-2999 Classified Salaries - CCMS-2100,2400-Support Pay of Classified Staff \$50,000 - LCFF - 2000-2999 Classified Salaries - CCECHS- 2100,2400-Support Pay of

<ul style="list-style-type: none"> <li>Attendance Personnel/Staffing</li> </ul>	data for families when attendance became an area of concern (data, letters and phone calls).	Classified Staff	Classified Staff
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## Goal 11, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Attendance Incentives Program</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School engaged in family meetings and incentive programs to increase attendance rates. Advisory attendance competition at high school level.</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4350-Attendance Incentives Program \$2,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4350-Attendance Incentives Program</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4350-Attendance Incentives Program \$2,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4350-Attendance Incentives Program</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>Incentives: Incentives included recognition and competitions. Receive invitation to participate in Titan Hero Awards Ceremony</p> <p>Interventions: Parent Meetings/Conferences/Calls. 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.</p>
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p>School met and in some subgroups exceeded goal. Overall effectiveness of the actions/services were effective.</p>
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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 surpass goal. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

## Goal 12

### CCMS & CCECHS (Formally HS Goal #14):

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

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

- **Chronic Absentism**

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
<b>Monthly Attendance Reports</b>	<p><b>2018-19</b>            CCMS: 94% of students &lt; 3 unexcused absences.</p> <p>CCECHS: 94% of students &lt; 3 unexcused absences.</p>	<p>UNEXCUSED ABSENCES 2018-2019:</p> <p>CCMS:            55% OF STUDENTS HAD &lt;3 UNEXCUSED ABSENCES.</p> <p>CCECHS:            51% OF STUDENTS HAD &lt;3 UNEXCUSED ABSENCES.</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 12, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• See Goal 11.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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>School engaged in family meetings and incentive programs to increase attendance rates. Advisory attendance competition at high school level.</p>	<p>\$0 - See Goal 11</p>	<p>\$0 - See Goal 11</p>

## Analysis

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

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

School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).  
School engaged in family meetings and incentive programs to increase attendance rates. Advisory attendance competition at high school level.

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

### CCMS:

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

### CCECHS(formally HS Goal #15):

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

**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: 5. Pupil engagement

Local Priorities: CCMS: Engagement Pupil engagement as measured by: C. Middle school dropout rates CCECHS: Student Engagement: Pupil engagement as measured by: D. High school dropout rates

## Annual Measurable Outcomes

Expected

Actual

**CALPADS****2018-19****CCMS:**

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

**CCECHS:**

School will achieve a  $\leq$  5% Dropout Rate.

**CCMS 2018-2019:**

95.4% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.

**CCECHS 2017-2018:**

0.99% DROPOUT 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 13, Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ol style="list-style-type: none"> <li>1. Social Emotional Counseling Services</li> <li>2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul> </li> </ol>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Interventions were implemented. In addition, the school had 4 professional developments on Trauma-Informed Care in create a safe and nurturing culture and environment.</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared Costs-Clinical Counseling Staff  \$1,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4300-Social Emotional Interventions  \$36,144 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900-Shared Costs-Clinical Counseling Staff  \$1,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4300-Social Emotional Interventions</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900-Shared Costs-Clinical Counseling Staff  \$1,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4300-Social Emotional Interventions  \$36,144 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900-Shared Costs-Clinical Counseling Staff  \$1,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4300-Social Emotional Interventions</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.

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

## CCMS:

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

## CCECHS(Formerly HS Goal #17):

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

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance 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
<b>CALPADS</b>	<p><b>2018-19</b>  <u>CCMS:</u> &lt; 2%  <u>CCECHS:</u> &lt; 1%</p>	<p>CA SCHOOL DASHBOARD SUSPENSION RATE FOR            CCMS-CCECHS: FALL 2018:</p> <p>ENGLISH LEARNERS: GREEN            HISPANIC/LATINO: YELLOW            SCHOOL WIDE: YELLOW            SOCIOECONOMIC DISADVANTAGED:            SPECIAL EDUCATION: ORANGE</p> <p>SUSPENSION RATE: 2018-2019            CCMS:            ENGLISH LEARNERS: 0%            HISPANIC/LATINO: 1%            SCHOOL WIDE: 1%            SOCIOECONOMIC DISADVANTAGED: 1%            SPECIAL EDUCATION: 0%</p> <p>CCECHS:            ENGLISH LEARNERS: 0%            HISPANIC/LATINO: 1%            SCHOOL WIDE: 1%</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 14, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, <b>Social-Emotional Learning</b>.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CCMS: School provided training in Site Days, Staff meetings throughout the year, CSUN week lessons, Advisory curriculum lessons, 4 PDs focused on Trauma-Informed Care.</p> <p>CCECHS: School provided training in Every Monday Matters, Family Night Parent Workshop during Presentations of Learning.</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - CCMS-2200,2400-Shared Costs-Discipline Unit                  \$6,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4300-Materials                  \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5860-Instructional Consultants                  \$16,000 - LCFF - 2000-2999 Classified Salaries - CCECHS-2200,2400-Shared Costs-Discipline Unit                  \$6,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4300-Materials                  \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5860-Instructional Consultants</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - CCMS-2200,2400-Shared Costs-Discipline Unit                  \$6,000 - LCFF - 4000-4999 Books and Supplies - CCMS-4300-Materials                  \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5860-Instructional Consultants                  \$16,000 - LCFF - 2000-2999 Classified Salaries - CCECHS-2200,2400-Shared Costs-Discipline Unit                  \$6,000 - LCFF - 4000-4999 Books and Supplies - CCECHS-4300-Materials                  \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5860-Instructional Consultants</p>

# Analysis

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

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

School continues utilizing Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits. In addition, the school had 4 PDs focused on Trauma-Informed Care.

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

Both schools met the overall suspension rate, however, in order to continue to ensure growth, the school will continue to engage in training on restorative justice and alternatives to suspension.

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. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

## Goal 15

**CCMS & CCECHS(Formerly HS Goal #18):**

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities: School Climate As measured by: B. Pupil Expulsion Rates

## Annual Measurable Outcomes

Expected	Actual
<b>CALPADS</b> <b>2018-19</b> $\leq 1\%$	EXPULSION RATE 2018-2019: CCMS MS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: % SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%  CCECHS: 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 15, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  <b>CCMS &amp; CCECHS:</b> <ul style="list-style-type: none"> <li>• See Goal 14</li> </ul>	<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  See Goal 14.	\$0 - CCMS & CCECHS-See Goal 14	\$0 - CCMS & CCECHS-See Goal 14

# Analysis

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

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

School continues utilizing Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits. In addition, the school had 4 PDs focused on Trauma-Informed Care.

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

In order to continue to ensure growth, the school will continue to engage in training on restorative justice and alternatives to suspension.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal 14.

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

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

## Goal 16

### **CCMS & CCECHS(Formerly HS Goal #19):**

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

State and/or Local Priorities Addressed by this goal:

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

## Annual Measurable Outcomes

<b>Student and Family Survey</b>	<b>2018-19</b> Average approval rating of a $\geq$ Level 3	<b>ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019:</b>  <b>CCMS MS:</b> <b>FAMILY SURVEY:</b> APPROVAL RATING - LEVEL 4 RESPONSE RATE - 46%  <b>STUDENT SURVEY:</b> APPROVAL RATING - LEVEL 3 RESPONSE RATE - 88%  <b>CCECHS HS:</b> <b>FAMILY SURVEY:</b> APPROVAL RATING - LEVEL 3 RESPONSE RATE - 72%  <b>STUDENT SURVEY:</b> APPROVAL RATING - LEVEL 3 RESPONSE RATE - 91%
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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 16, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>Parent Activities:</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided the following Parent Activities:</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5200-Conferences for Leaders</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5200-Conferences for</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCMS-5200-Conferences for Leaders</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CCECHS-5200-Conferences for</p>

<ul style="list-style-type: none"> <li>○ Parent Orientation</li> <li>○ Back to School Night</li> <li>○ Student Led Conferences</li> <li>○ Celebration of learning</li> <li>○ School Advisory Council meeting</li> <li>○ Coffee with the principal</li> <li>○ Parent Meetings/Committees</li> <li>○ Family Nights</li> <li>○ Content Nights</li> <li>● Training for Leaders on Parent Engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Orientation</li> <li>● Back to School Night</li> <li>● Student Led Conferences</li> <li>● Celebration of learning</li> <li>● School Advisory Council meeting</li> <li>● Coffee with the principal</li> <li>● Parent Meetings/Committees</li> <li>● Family Nights</li> <li>● Content Nights</li> <li>● Training for Leaders on Parent Engagement</li> </ul> <p>Leaders received training on engaging families. PDs and presentations were developed for leaders to present to families.</p>	Leaders	Leaders
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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

### CCMS & CCECHS(Formerly HS Goal #20):

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), **unduplicated** students and students with exceptional needs, will have access to academic and educational programs as outlined in the 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
<b>Course Offerings, Student Master 2018-19 Schedule</b>	<b>CCMS &amp; CCECHS:</b>  100% Access	CCMS: COURSE ACCESS: 100%  CCECHS: COURSE ACCESS: 100%

## Actions / Services

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



## Goal 17, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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.</p> <p>Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - CCECHS-2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CCMS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - CCECHS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - CCECHS-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

### CCMS & CCECHS(Formerly HS Goal #21):

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

State and/or Local Priorities Addressed by this goal:

State 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
<b>Intervention, Master Schedule, RTI</b>	<b>2018-19 CCMS &amp; CCECHS:</b>  100% of identified student in need.	<b>CCMS:</b> 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.  <b>CCECHS:</b> 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>CCMS:</b></p> <p>We offered Academic Coaching (tutoring, basic skills practice, online programs) 2x per week afterschool for each grade-level. We also had Power Hour, which is a specialized program for our students in the Inclusion program, afterschool Mondays-Thursdays for one hour. We have offered both Academic Coaching and Power Hour since the beginning of the year (October) Lastly, we had Saturday school for our highest need 6th graders 2x per month, beginning in March.</p> <p>Instructional technology for intervention: newsela iReady (for intervention) Lexile Level Set (for assessment), Imagine Math iReady (for intervention) Peer Tutoring- offered 3 times a week during lunch</p> <p>Homework Club- offered 4 times a week after school</p> <p>Senior Institute- 3 day summer institute offered to all Seniors to prepare for college application process</p> <p><b>CCECHS:</b></p> <p>After school Homework Club 3 times/week Senior APEX After school (April - June) Teacher Office Hours &amp; Tutoring (varies throughout the week) all teachers offer office hours after school for re-teaching, re-assessment, and</p>	<p>\$0 - CCMS-See Goal 6 and Goal 7</p> <p>\$0 - CCECHS-See Goal 6 and Goal 7</p>	<p>\$0 - CCMS-See Goal 6 and Goal 7</p> <p>\$0 - CCECHS-See Goal 6 and Goal 7</p>

tutoring.  
Instructional technology for intervention:  
Achieve 3000, Newsela, MAP, Khan  
Academy

## 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

### **CCECHS(Formerly Goal #11):**

Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam.

OR

70% will receive a B or higher in college courses

**Update 17/18: Blue, Green or improving by one color for Color Coded Performance Levels per the State Accountability System.**

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
<p><b>AP Exam Results or Percentage of 2018-19 Students enrolled and passing College Courses with a B or Higher</b></p> <p>≥ 60% of students will score ≥ 3 on AP exam</p> <p>≥ 70% will receive a B or higher</p>	<p>FOR 2017-2018: 46% OF STUDENTS SCORED &gt;= 3 ON AP EXAM 100% RECEIVED A GRADE OF "B" OR HIGHER-NO COLLEGE COURSES.</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 19, Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>Students taking AP Exams will pass with a score of 3 or above.</li> <li>Teachers will attend Professional Development on AP Exams/College Course Preparation</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers attended Professional Development on AP Exams/College Course Preparation.</p>	<p>\$15,000 - LCFF - 1000-1999 Certificated Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 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.

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

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

### **CCECHS(Formerly Goal #12):**

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

Expected

Actual

<b>ACT Results</b>	<b>2018-19</b> 15% of students will score 22 (as per CSU / UC College Ready Standard defined in EAP Program)	2017-2018: 17% OF STUDENTS SCORE >= 22 ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM) COMPOSITE SCORE
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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 20, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Competitive Edge Class will provide</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Competitive Edge Class provided</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410-Software (Smart City)</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410-Software (Smart City)</p>

instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)

instruction, support and intervention for EAP, ACT and SAT tests with 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 instructionalteacher leaders and technology. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

## Goal 21

### **CCECHS(Formerly Goal #16):**

School will graduate 90+% of persisting seniors:

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

**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: 5. Pupil engagement

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

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> School will achieve a $\geq 90\%$ cohort graduation rate	2017-2018  GRADUATION RATE: 99.01%

### 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  SEE GOAL 13(Formally Goal #15)	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  See Goal 13. In addition, the school, student and families work diligently to provide an engaging and supportive environment in order for students to graduate.	\$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.

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?

September 7, 2018 SAC Meeting and 8/20/18 Coffee with the Principal Meeting:

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.

May 24, 2019: Chief Financial Officer, School Principal, 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 30, 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

### CCMS & CCECHS:

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: 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 CREDENTIALLED AND APPROPRIATELY PLACED.

### Expected Annual Measurable Outcomes

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

## Planned Actions / Services

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

### 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)

**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:

Modified Action

**CCMS & CCECHS:**

- 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 Administration support for**

**2018-19**

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

Unchanged Action

**CCMS & CCECHS:**

- 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 Administration support for**

**2019-20**

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

Modified Action

**CCMS & CCECHS:**

- Supervision and staffing of instructional program
- **Focus on Administration support for ELA Teachers to support EL Learners.**

**ELA Teachers to support EL Learners.**

**ELA Teachers to support EL Learners.**

**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; CCMS-1300-ADMINISTRATORS	1000-1999 Certificated Salaries; CCMS-1300-ADMINISTRATORS	1000-1999 Certificated Salaries; CCMS-1300-ADMINISTRATORS
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; CCECHS-1300-ADMINISTRATORS	1000-1999 Certificated Salaries; CCECHS-1300-ADMINISTRATORS	1000-1999 Certificated Salaries; CCECHS-1300-ADMINISTRATORS
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-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:**

**Location(s):**

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

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

All

All Schools

OR

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

**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
		<p><b>CCMS &amp; CCECHS:</b></p> <ul style="list-style-type: none"> <li>• Efficient Recruitment and Hiring Process</li> <li>• 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.</li> </ul>

**Budgeted Expenditures**

2017-18

2018-19

2019-20



Amount	\$85,000	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CCMS-7400-Directors of Talent Management, HR, and IT	7000-7499 Other; CCMS-7400-Directors of Talent Management, HR, and IT	7000-7499 Other; CCMS-7400-Directors of Talent Management, HR, and IT
Amount	\$85,000	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CCECHS-7400-Directors of Talent Management, HR, IT	7000-7499 Other; CCECHS-7400-Directors of Talent Management, HR, IT	7000-7499 Other; CCECHS-7400-Directors of Talent Management, HR, IT

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

Modified Goal

**Goal 2**

**CCMS & CCECHS:**  
 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:**

- ACCESS TO STANDARDS ALIGNED MATERIALS FOR ALL STUDENTS.
- ACCESS TO ACADEMIC AND EDUCATIONAL PROGRAMS.

## 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)

**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:

**CCMS & CCECHS:**

- 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.

**CCMS & CCECHS:**

- 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.

**CCMS & CCECHS:**

- 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	\$90,780	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CCMS-4200,4300,4350,4370-Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; CCMS-4200,4300,4350,4370-Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; CCMS-4200,4300,4350,4370-Instructional Materials and Resources for Arts
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; CCMS-4000-INSTRUCTIONAL MATERIALS & SUPPLIES
Amount	\$15,000	\$5,000	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CCMS-4100-Textbooks	4000-4999 Books and Supplies; CCMS-4100-Textbooks	4000-4999 Books and Supplies; CCMS-4100-Textbooks
Amount	\$0	\$0	\$5,000
Source			LPSBG

Budget Reference			4000-4999 Books and Supplies; CCECHS-4000-INSTRUCTIONAL MATERIALS & SUPPLIES
Amount	\$168,453	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CCECHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; CCECHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; CCECHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000	\$5,000	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CCECHS-4100-Textbooks	4000-4999 Books and Supplies; CCECHS-4100-Textbooks	4000-4999 Books and Supplies; CCECHS-4100-Textbooks
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; CCMS-ARTS PERSONNEL
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; CCECHS-ARTS PERSONNEL
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies; CCMS-ARTS MATERIALS
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV

Budget  
Reference

4000-4999 Books and Supplies;  
CCECHS-ARTS MATERIALS

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

Unchanged Goal

### Goal 3

#### CCMS & CCECHS:

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 good repair (E.C. 17002(d))

#### Identified Need:

ALL SCHOOL FACILITIES ARE MAINTAINED AND IN GOOD REPAIR.

#### Expected Annual Measurable Outcomes

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

**CCMS & CCECHS:**

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

**2018-19**

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

Unchanged Action

**CCMS & CCECHS:**

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

**2019-20**

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

Unchanged Action

**CCMS & CCECHS:**

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

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

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

Modified Goal

# Goal 4

## CCMS & CCECHS:

- 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

## Identified Need:

STATE-ADOPTED CONTENT STANDARDS' PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, Instructional Scope and Sequences, 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:

Location(s):



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

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

All

All Schools

OR

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

**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

**CCMS & CCECHS:**

- 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.

**2018-19**

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

Unchanged Action

**CCMS & CCECHS:**

- 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.

**2019-20**

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

Unchanged Action

**CCMS & CCECHS:**

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

	CCECHS-7400-School Information Services	CCECHS-7400-School Information Services	CCECHS-7400-School Information Services
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; CCECHS-7400-Information Technology- Produce Professional Development Training	7000-7499 Other; CCECHS-7400-Information Technology- Produce Professional Development Training	7000-7499 Other; CCECHS-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)

**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:

**CCMS & CCECHS:**

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

**CCMS & CCECHS:**

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

**CCMS & CCECHS:**

- 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; CCMS-5200-CCSS Professional Development for Teachers	5000-5999 Services and Other Operating Expenses; CCMS-5200-CCSS Professional Development for Teachers	5000-5999 Services and Other Operating Expenses; CCMS-5200-CCSS Professional Development for Teachers
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CCECHS-5200-CCSS Professional Development for Teachers	5000-5999 Services and Other Operating Expenses; CCECHS-5200-CCSS Professional Development for Teachers	5000-5999 Services and Other Operating Expenses; CCECHS-5200-CCSS Professional Development for Teachers
Amount	\$0	\$0	\$16,000
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5000-PROFESSIONAL DEVELOPMENT
Amount	\$0	\$0	\$16,000
Source			Federal Revenues - Title II

Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5000-PROFESSIONAL DEVELOPMENT
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5000-PROFESSIONAL DEVELOPMENT
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5000-PROFESSIONAL DEVELOPMENT

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

Unchanged Goal

## Goal 5

### CCMS & CCECHS:

- 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

**Identified Need:**

ADDITIONAL PARENT WORKSHOPS AROUND CORE AREAS OF COLLEGE KNOWLEDGE, TECHNOLOGY, AND PARENTING.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Meeting Agendas and Sign Ins, Site Advisory Council Agendas and Sign Ins	6 Family Nights  Minimum 2 Parents on SAC	6 Family 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)

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services****2017-18**

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

**2018-19**

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

**2019-20**

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

Unchanged Action	Unchanged Action	Unchanged Action
<b>CCMS &amp; CCECHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings</li> </ul>	<b>CCMS &amp; CCECHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings</li> </ul>	<b>CCMS &amp; CCECHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings</li> </ul>

**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; CCMS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCMS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCMS-5290-Meetings Staff/Parents
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CCECHS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCECHS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCECHS-5290-Meetings Staff/Parents
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I

Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5000-PARENT ENGAGEMENT
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5000-PARENT ENGAGEMENT
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCMS-2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCECHS-2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-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)

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**CCMS & CCECHS:**

- School will invite 2 parents to attend all School Advisory Council Meetings.

**2018-19**

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

Unchanged Action**CCMS & CCECHS:**

- School will invite 2 parents to attend all School Advisory Council Meetings.

**2019-20**

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

Unchanged Action**CCMS & CCECHS:**

- 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	5000-5999 Services and Other Operating	5000-5999 Services and Other Operating

	Expenses; CCMS-5290-SAC Meetings Staff/Parents	Expenses; CCMS-5290-SAC Meetings Staff/Parents	Expenses; CCMS-5290-SAC Meetings Staff/Parents
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CCECHS-5290-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCECHS-5290-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; CCECHS-5290-SAC Meetings Staff/Parents
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCMS-2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCECHS-2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-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)

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:

Modified Action

**2019-20**

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

Unchanged Action

**CCMS & CCECHS:**

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

**CCMS & CCECHS:**

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

**CCMS & CCECHS:**

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

**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; CCMS-5860-INSTRUCTIONAL CONSULTANTS	1000-1999 Certificated Salaries; CCMS-1900-PARENT COORDINATOR	1000-1999 Certificated Salaries; CCMS-1900-PARENT COORDINATOR
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CCECHS-5860-Instructional Consultants	5000-5999 Services and Other Operating Expenses; CCECHS-1900-PARENT COORDINATOR	5000-5999 Services and Other Operating Expenses; CCECHS-1900-PARENT COORDINATOR
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-3000-BENEFITS

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

New Goal

## Goal 6

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: State 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 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.
- 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	18-19 Lexile Data.			School-wide: +82 Lexile English Learners: 94.86 for all sub-groups
OUTCOME #2: PERCENTAGE OF STUDENTS PERFORMING AT OR ABOVE PROFICIENCY ON CAASPP MATHEMATICS ASSESSMENT.	<p><b>School-wide:</b> CAASPP 17-18 Level of Performance</p> <p><b>English Learners:</b> CAASPP 17-18 Level of Performance</p> <p><b>Low-Income:</b> CAASPP 17-18 Level of Performance</p> <p><b>Foster Youth:</b> CAASPP 17-18 Level of Performance</p> <p><b>SPED:</b></p>			<p><b>School-wide:</b> 1% Increase Above Baseline</p> <p><b>English Learners:</b> 2% Increase Above Baseline</p> <p><b>Low-Income:</b> 2% Increase Above Baseline</p> <p><b>Foster Youth:</b> 2% Increase Above Baseline</p> <p><b>SPED:</b> 1% Increase Above Baseline</p> <p><b>African-American:</b> 1% Increase Above Baseline</p> <p><b>Latino:</b> 1% Increase Above Baseline</p>

	<p>CAASPP 17-18 Level of Performance</p> <p><b>African-American:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>Latino:</b></p> <p>CAASPP 17-18 Level of Performance</p>			
<p>OUTCOME #3: INCREASED PERCENTAGE OF STUDENTS AT/ABOVE PROFICIENCY ON CAASPP ELA ASSESSMENT.</p>	<p><b>School-wide:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>English Learners:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>Low-Income:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>Foster Youth:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>SPED:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>African-American:</b></p> <p>CAASPP 17-18 Level of Performance</p> <p><b>Latino:</b></p> <p>CAASPP 17-18 Level of Performance</p>			<p><b>School-wide:</b></p> <p>1% Increase above baseline</p> <p><b>English Learners:</b></p> <p>2% Increase above baseline</p> <p><b>Low-Income:</b></p> <p>2% Increase above baseline</p> <p><b>Foster Youth:</b></p> <p>2% Increase above baseline</p> <p><b>SPED:</b></p> <p>1% Increase above baseline</p> <p><b>African-American:</b></p> <p>1% Increase above baseline</p> <p><b>Latino:</b></p> <p>1% Increase above baseline</p>

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:**

(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"> <li>• Implementation of Intervention programs (after school, Saturday School, Summer School).</li> <li>• Purchase of Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library</li> </ul>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4410-TTM & 50% NWEA MAP
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCMS-1100-Staffing for Outside of Class Intervention
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4410-Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$0	\$0	\$18,150
Source			LCFF



Budget Reference			4000-4999 Books and Supplies; CCECHS-4410-TTM & 50% NWEA MAP
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1100-Staffing for Outside of Class Intervention
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4410-Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; CCMS-1000-OUTSIDE CLASS INTERVENTION-SAT/SUMMER
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1000-OUTSIDE CLASS INTERVENTION-SAT/SUMMER
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$1,600
Source			LPSBG

Budget  
Reference

3000-3999 Employee Benefits;  
CCECHS-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:**

(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

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; CCMS-1900-CONTENT LEADS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5200-ELD Standards Program Professional Development
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1900-CONTENT LEADS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5200-ELD Standards Program Professional Development
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$1,000
Source			LCFF

Budget  
Reference

3000-3999 Employee Benefits;  
CCECHS-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:**

(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:

### Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4410-TECHNOLOGY PROGRAM
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4410-Technology Program
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4410-Reading Plus/Lexia/iReady Software
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4410-Reading Plus/Lexia/iReady Software

**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)

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; SEE GOAL GOAL 6, ACTION ITEM #2

**Goal 6, Action 5**

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

**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
		ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCMS-1300-ELD TEACHER LEADER STIPEND
Amount	\$0	\$0	\$5,000

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1300-ELD TEACHER LEADER STIPEND
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4300-ELD CURRICULUM
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4300-ELD CURRICULUM
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5200-EXTERNAL TRAINING ELD PD
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5200-EXTERNAL TRAINING ELD PD
Amount	\$0	\$0	\$100,000
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; CCMS-2000-INTERVENTION & ACADEMIC SUPPORT STAFF



Amount	\$0	\$0	\$100,000
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; CCECHS-2000-INTERVENTION & ACADEMIC SUPPORT STAFF
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; CCMS-2000-COLLEGE COUNSELOR INTERNS
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			; CCECHS-2000-COLLEGE COUNSELOR INTERNS
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-3000-BENEFITS

**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)

**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	Action
		<ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course Offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries;

			CCMS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCMS-2200-STAFFING OF ACADEMIC COUNSELOR
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCECHS-2200-STAFFING COLLEGE COUNSELOR
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-3000-BENEFITS

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

New Goal

## Goal 7

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:

- 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).	17-18 Baseline.			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.	17-18 BASELINE			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"> <li>• Attendance Personnel/Staffing</li> <li>• Social Emotional Counseling Services</li> <li>• Social Emotional Interventions:                             <ul style="list-style-type: none"> <li>◦ Family Support Meetings</li> <li>◦ Incentives</li> <li>◦ Student and Family Engagement</li> </ul> </li> </ul>

**Budgeted Expenditures**

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

Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCMS-2100, 2400-Supporting pay of Classified Staff
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCMS-1300/1900-SHARED COST CLINICAL COUNSELING STAFF
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; CCECHS-2100, 2400-Supporting pay of Classified Staff
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1300/1900-SHARED COST CLINICAL COUNSELING STAFF
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5000-HOMELESS SUPPORT
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5000-HOMELESS SUPPORT

Amount	\$0	\$0	\$17,373
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$17,373
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-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:

**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
		Attendance Incentives Program

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4350-Attendance Incentives Program
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4350-Attendance Incentives Program

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

New Goal

### Goal 8

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: State Priorities: 5: Pupil Engagement -C. Middle School Retention Rate -D. High School Dropout Rate State Priorities: 6: School Climate Local Priorities: School Climate as measured by: -A. Pupil Suspension Rates -B. Pupil Expulsion Rates -C. School Connectedness

#### Identified Need:



- School will reduce suspension rate.
- School will reduce expulsion rate.
- Increased parent satisfaction rate.
- School will maintain or increase retention for MS.
- School will minimize dropouts for HS.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>OUTCOME #1:</b> Annual Stakeholder Satisfaction Surveys show positive results for school safety, educational and enrichment opportunities from Family &amp; Student surveys with a minimum response rate of 50%.</p>	<p><b>ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019:</b></p> <p>CCMS MS:  <b>FAMILY SURVEY:</b>            APPROVAL RATING - LEVEL 4            RESPONSE RATE - 46%</p> <p><b>STUDENT SURVEY:</b>            APPROVAL RATING - LEVEL 3            RESPONSE RATE - 88%</p>			<p><b>STUDENT SURVEY:</b>            Positive Result: 80%            Response Rate: 50%</p> <p><b>FAMILY SURVEY:</b>            Positive Result: 80%            Response Rate: 50%</p>
<p><b>OUTCOME #2:</b> School will reduce suspension rate to</p>	<p>CCMS:  <b>ENGLISH LEARNERS:</b> 0%  <b>HISPANIC/LATINO:</b> 1%  <b>SCHOOL WIDE:</b> 1%  <b>SOCIOECONOMIC DISADVANTAGED:</b> 1%  <b>SPECIAL EDUCATION:</b> 0%</p> <p>CCECHS:  <b>ENGLISH LEARNERS:</b> 0%  <b>HISPANIC/LATINO:</b> 1%  <b>SCHOOL WIDE:</b> 1%  <b>SOCIOECONOMIC DISADVANTAGED:</b> 1%  <b>SPECIAL EDUCATION:</b></p>			<p>Schoolwide: &lt;3%            English Learners: &lt;3%            Low-income: &lt;3%            Foster Youth: &lt;3%            SPED: &lt;3%            African American: &lt;3%            Latino Students: &lt;3%</p>

	1%			
OUTCOME #3: Less than or equal to 1% of students will be expelled.	<p>EXPULSION RATE 2018-2019: CCMS MS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: % SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%</p> <p>CCECHS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0</p>			<p>Schoolwide: 1%</p> <p>English Learners: 1%</p> <p>Low-income: 1%</p> <p>Foster Youth: 1%</p> <p>SPED: 1%</p> <p>African American: 1%</p> <p>Latino Students: 1%</p>
OUTCOME #4: End of Year Report from PowerSchool for MS: Retention Rate >90% returning 6th/7th grade students. HS: Minimize Dropout Rate	<p>CCMS 2018-2019: 95.4% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.</p> <p>CCECHS 2017-2018: 0.99% DROPOUT RATE</p>			<p>MS: 90% of the 7th &amp; 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</p> <p>HS: School will achieve a &lt; 5% Dropout Rate</p>

## 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 Intervention, SEL.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$16,000
Source			LCFF

Budget Reference			1000-1999 Certificated Salaries; CCMS-1000-Shared Costss-Discipline Unit
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4300-Materials
Amount	\$0	\$0	\$9,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5860 Instructional Consultants
Amount	\$0	\$0	\$16,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1000-Shared Costs-Discipline Unit
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-4300-Materials
Amount	\$0	\$0	\$9,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-5860-Instructional Consultants
Amount	\$0	\$0	\$3,200
Source			LCFF

Budget Reference			3000-3999 Employee Benefits; CCMS-3000-BENEFITS
Amount	\$0	\$0	\$3,200
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; CCECHS-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:

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
Parent Engagement Activities:

		<ul style="list-style-type: none"> <li>• Parent Orientation</li> <li>• Student-led Conferences</li> <li>• Back-to-School Night</li> <li>• Celebration of Learning</li> <li>• School Advisory Council Meeting</li> <li>• Parent Meetings/Committees</li> <li>• Family Nights</li> <li>• Content Nights</li> </ul> <p>Training for Site Leaders on Parent Engagement</p>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCMS-5200-Conferences for Leaders
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; CCECHS-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. Social Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$36,867
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; CCMS-1300, 1900-Shared Costs-Clinical Counseling Staff
Amount	\$0	\$0	\$1,000

Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCMS-4300-Social Emotional Interventions
Amount	\$0	\$0	\$36,867
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; CCECHS-1300,1900-Shared Costs-Clinical Counseling Staff
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; CCECHS-1300,1900-Shared Costs-Clinical Counseling Staff

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

New Goal

## Goal 9

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: State Priorities: 4. Pupil Achievement Local Priorities: Student Achievement Pupil Achievement as measured by: -F. AP Exam Passage Rate -G. College Preparedness/EAP State Priorities: 5. Pupil Engagement Local Priorities: Student Engagement Pupil Engagement as measured by: -E. High School Graduation Rates

### Identified Need:

- Successful College Preparedness.
- 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.	FOR 2017-2018: 46% OF STUDENTS SCORED $\geq$ 3 ON AP EXAM 100% RECEIVED A GRADE OF "B" OR HIGHER-NO COLLEGE COURSES.			$\geq$ 60% of students will score $\geq$ 3 on AP Exam  or  $\geq$ 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.	SY: 17-18  16% of students scored $\geq$ 22 as per CSU/UC College Ready Standard defined in EAP.			18% of all students will score $\geq$ 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: 99.01%			90% 12th grade students (all subgroups) graduate.  Schoolwide:  English Learners:  Low-income:  Foster Youth:  SPED:  African American:  Latino:

## 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)

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
<ul style="list-style-type: none"> <li>• Students taking AP Exams will pass with a score of 3 or above.</li> <li>• Teachers will attend Professional Development on AP Exam/College Course Preparation.</li> </ul>

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2200-Staffing of 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)

**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 SAT tests.

### Budgeted Expenditures

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

\$1,855,034

Percentage to Increase or Improve Services:

26.51%

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](#)).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$1,813,414

Percentage to Increase or Improve Services:

27.72%

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 **78.89%** 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 Community Charter Middle and PUC Community Charter 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 the addition of a Parent Center and Parent Coordinator who 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 Community Charter Middle and PUC Community Charter 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:

\$1,906,154

Percentage to Increase or Improve Services:

31.45%

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](#)).

**ACTIONS/SERVICES CONTRIBUTING TO MEETING THE INCREASED OR IMPROVED SERVICES:**

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 actions 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

One or more of the Action/Services for this plan do not have the "Is this Action/Service included as contributing to meeting the Increased or Improved Services Requirement?" question answered, and have expenditures with a funding source of "LCFF". As a result, these expenditures cannot be assigned to the proper LCFF sub-category. The affected budget entries are highlighted below.

Please edit the following Action/Services:

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,508,400	\$1,508,400	\$1,922,420
1000-1999 Certificated Salaries	535,488	520,488	555,562
2000-2999 Classified Salaries	273,612	288,612	476,844
3000-3999 Employee Benefits	0	0	157,714
4000-4999 Books and Supplies	277,300	277,300	281,300
5000-5999 Services and Other Operating Expenses	140,000	140,000	169,000
7000-7499 Other	282,000	282,000	282,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,508,400	\$1,508,400	\$1,922,420
LCFF	0	20,000	0
LPSBG	0	0	21,600
Federal Revenues - Title I	0	0	278,734
Federal Revenues - Title II	0	0	32,000

Federal Revenues - Title IV	0	0	18,000
LCFF Base/Not Contributing to Increased or Improved Services	1,492,400	1,472,400	282,000
LCFF S & C/Contributing to Increased or Improved Services	16,000	16,000	1,290,086

**Expenditures by Budget Category and Funding Source**

<b>Budget Category</b>	<b>Funding Source</b>	<b>2018 Annual Update Budgeted</b>	<b>2018 Annual Update Estimated Actual</b>	<b>2019</b>
All Budget Categories	All Funding Sources	\$1,508,400	\$1,508,400	\$1,922,420
1000-1999 Certificated Salaries	LCFF	0	10,000	0
1000-1999 Certificated Salaries	LPSBG	0	0	5,000
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	73,734
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	10,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	525,488	500,488	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	10,000	10,000	466,828
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	200,000
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	0	2,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	273,612	288,612	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	274,844
3000-3999 Employee Benefits	LPSBG	0	0	1,600
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	156,114
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	271,300	271,300	0

4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	6,000	6,000	265,300
5000-5999 Services and Other Operating Expenses	LCFF	0	10,000	0
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	32,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	140,000	130,000	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	127,000
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	282,000	282,000	282,000

### Expenditures by Goal and Funding Source

#### Funding Source

2019

**CCMS & CCECHS:**

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

**CCMS & CCECHS:**

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-levelled materials, and additional instructional materials as outlined in our charter petition

All Funding Sources	\$191,000
LPSBG	10,000
Federal Revenues - Title IV	16,000

LCFF S & C/Contributing to Increased or Improved Services	165,000
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**CCMS & CCECHS:**

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

**CCMS & CCECHS:**

- 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	\$155,000
LPSBG	5,000
Federal Revenues - Title II	32,000
LCFF Base/Not Contributing to Increased or Improved Services	112,000
LCFF S & C/Contributing to Increased or Improved Services	6,000

**CCMS & CCECHS:**

- 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	\$67,400
Federal Revenues - Title I	1,000
LCFF S & C/Contributing to Increased or Improved Services	66,400

IMPROVE COLLEGE ACCESS AND COLLEGE READINESS THROUGH A RIGOROUS ACADEMIC PROGRAM.

All Funding Sources	\$375,700
LPSBG	6,600
Federal Revenues - Title I	200,000
Federal Revenues - Title IV	2,000

LCFF S & C/Contributing to Increased or Improved Services	167,100
School will maintain a high Average Daily Attendance (ADA) rate.	
All Funding Sources	\$215,574
Federal Revenues - Title I	4,000
LCFF S & C/Contributing to Increased or Improved Services	211,574
School will maintain a school culture conducive to student learning.	
All Funding Sources	\$154,134
Federal Revenues - Title I	73,734
LCFF S & C/Contributing to Increased or Improved Services	80,400
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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**CCMS & CCECHS:**

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

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

**CCMS & CCECHS:**

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-levelled materials, and additional instructional materials as outlined in our charter petition

All Funding Sources	\$180,000	\$180,000
LCFF Base/Not Contributing to Increased or Improved Services	180,000	180,000

**CCMS & CCECHS:**

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	\$171,612
LCFF Base/Not Contributing to Increased or Improved Services	171,612	171,612

**CCMS & CCECHS:**

- 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	\$204,200	\$204,200
LCFF Base/Not Contributing to Increased or Improved Services	204,200	204,200

**CCMS & CCECHS:**

- 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	0	20,000
LCFF Base/Not Contributing to Increased or Improved Services	52,000	32,000

**CCMS & CCECHS:**

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	\$62,300	\$62,300
LCFF Base/Not Contributing to Increased or Improved Services	62,300	62,300

**CCMS & CCECHS:**

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 Absenteeism,
- Suspension Rate(K-12),
- English Learner Progress(K-12),
- Graduation Rate(9-12),
- College/ Career,
- English Language Arts(3-8),
- Mathematics(3-8)

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

**CCMS & CCECHS:**

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	\$8,000	\$8,000
LCFF Base/Not Contributing to Increased or Improved Services	8,000	8,000

**CCMS & CCECHS:**

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	\$6,000	\$6,000
LCFF S & C/Contributing to Increased or Improved Services	6,000	6,000

**CCMS & CCECHS:**

EL students will be reclassified as Fluent English Proficient annually.

All Funding Sources	\$10,000	\$10,000
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**CCMS & CCECHS(formally HS Goal 13):**

School will maintain a high ADA rate:

- ALL SUBGROUPS: EL, SPED, LI

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

- **Chronic Absenteeism**

All Funding Sources	\$104,000	\$104,000
LCFF Base/Not Contributing to Increased or Improved Services	104,000	104,000

**CCMS & CCECHS (Formally HS Goal # 14):**

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

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

- **Chronic Absentism**

All Funding Sources	\$0	\$0
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**CCMS:**

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

**CCECHS(formally HS Goal # 15):**

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

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

All Funding Sources	\$74,288	\$74,288
LCFF Base/Not Contributing to Increased or Improved Services	74,288	74,288

**CCMS:**

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

**CCECHS(Formally HS Goal # 17):**

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

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

- Suspension Rate (K-12)



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

**CCMS & CCECHS( Formally HS Goal # 18 ):**

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

All Funding Sources	\$0	\$0
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**CCMS & CCECHS( Formally HS Goal # 19 ):**

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

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

**CCMS & CCECHS( Formally HS Goal # 20 ):**

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

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

**CCMS & CCECHS( Formally HS Goal # 21 ):**

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

All Funding Sources	\$0	\$0
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**CCECHS( Formally Goal # 11 ):**

Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam.

OR

70% will receive a B or higher in college courses

**Update 17/ 18: Blue, Green or improving by one color for Color Coded Performance Levels per the State Accountability System.**

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

**CCECHS( Formally Goal # 12):**

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

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

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**CCECHS( Formally Goal # 16):**

School will graduate 90+ % of persisting seniors:

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

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

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All Funding Sources	\$0	\$0
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