

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	PUC Community Charter Elementary
CDS code:	19647330129619
LEA contact information:	Gerard Montero, G.Montero@pucschools.org, (818) 559-7699
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

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

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount
Total LCFF funds	\$ 3,232,354
LCFF supplemental & concentration grants	\$ 721,222
All other state funds	\$ 436,504
All local funds	\$ 15,000
All federal funds	\$ 295,866
Total Projected Revenue	\$ 3,979,724

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 3,912,003
Total Budgeted Expenditures in LCAP	\$ 774,531
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 774,531
Expenditures not in the LCAP	\$ 3,137,472

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 566,766
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 566,766

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 Elementary

Contact Name and Title

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Compliance Director

Email and Phone

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2017-20 Plan Summary

The Story

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

PUC Community Charter Elementary 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 Elementary was founded in 2014 in the Northeast San Fernando. As of February 2019, 95.51% of PUC Community Charter Elementary's students are Hispanic, and 0.32% are African American. 12.50% of the student population is served by the Special Education program, and 16.67% of students are identified English Learners (ELs) and 21.47% are Reclassified Fluent English Proficient (RFEP). 74.68% of families qualify for free or reduced lunch. About 29.81% of parents have taken some college coursework or Associate's degree, and 6.41% have graduate degree or higher.

LCAP Highlights

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

The Key features from this year's LCAP are as follows.

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:

- Culturally Relevant Teaching in order to support rigor and relationships in our school,
- Data analysis to ensure growth for all students and subgroups,
- 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 60% 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.

Review of Performance

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

Greatest Progress

In reviewing progress, the school has a number of areas to celebrate. Of the data reported on the CA School Dashboard, the school achieved a high level of English Learner Progress (68.2% Level 3 or Level 4) and a low suspension rate (.0%). In Basic Services, all teachers are appropriately assigned. Facilities are well repaired and maintained and in good standing order. All students have access to instructional materials, all courses, and intervention, including expanded access to instructional technology. In Implementation of Academic Standards, professional development was expanded and improved in order to meet teacher needs in improving instruction. Another highlight of the year was parent engagement. The school offered parent education classes, conducted school advisory committee meetings, and engaged parents through family events such as student-led conferences. Parent survey for SY18-19 shows strong satisfaction as evidenced by level 3 or higher on a four point scale. Student satisfaction also remained high, earning a level three on a four-point scale. We also noted that expulsion remained at a low rate.

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

Based on the data provided on the 2018 CAASPP, the school has improved tremendously in both ELA and Math, however, the school still identified ELA (44.30% Meets and Exceeds) and Mathematics (40.5% Meets and Exceeds) achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will continue with the implementation of differentiation as well as instructional technology for intervention within and outside of the school day, utilizing data from MAP Growth assessments to inform planning of intervention and engage stakeholders in goal setting.

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

Performance Gaps

Based on analysis of the state indicators, the school currently has no performance gaps to report.

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 Elementary 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 Elementary 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 Elementary 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

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS annual Credential Report	2018-19 100%	100% APPROPRIATELY ASSIGNED 82% 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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$90,000 - LCFF - 1000-1999 Certificated Salaries - 1300	\$90,000 - LCFF - 1000-1999 Certificated Salaries - 1300

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of instructional program</p> <p>Efficient Recruitment and Hiring Process.</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing)</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>ADMINISTRATION \$40,000 - LCFF - 7000-7499 Other - 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups.</p>	<p>ADMINISTRATION \$40,000 - LCFF - 7000-7499 Other - 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups.</p>
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Analysis

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

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

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

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

Annual Measurable Outcomes

	Expected	Actual
SARC	2018-19 100%	100% ACCESS

Actions / Services

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

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$5,000 - LCFF - 4000-4999 Books and Supplies - 4100-Textbooks	\$5,000 - LCFF - 4000-4999 Books and Supplies - 4100-Textbooks

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</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</p> <p>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 - 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts</p>
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Analysis

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

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

School 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

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: C. Facilities School facilities are maintained in good repair (E.C. 17002(d))

Annual Measurable Outcomes

Expected		Actual
Site Inspection Checklist and Repair Log	2018-19 90%/90%/100%	1. LCAP QAOR Monthly Inspection Checklist. Was the goal of greater than 90% met? Yes. 2. SARC QAOR Bi-Annual Facility Inspection. Are all items in good condition and within compliance? Yes. 4. School Safety. Completion of required Safety and Emergency Preparedness Drills annually? Yes. 5. School Safety. Completion of required Safety and Emergency Preparedness Staff PD? Yes.

Actions / Services

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

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Supervision and staffing of custodial and	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Operations Coordinator met with School	\$5,202 - LCFF - 2000-2999 Classified Salaries - 2200 staffing Shared costs for facilities associate \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500, 5600, 5610, 5825 Shared Costs for Facilities	\$5,202 - LCFF - 2000-2999 Classified Salaries - 2200 staffing Shared costs for facilities associate \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500, 5600, 5610, 5825 Shared Costs for Facilities

maintenance staff. Security maintenance and staffing. Operating cost of facilities.

Site leaders during school year to review site and create plan to address needs. All school facilities are maintained and in good repair.

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

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

All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes

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

Annual Measurable Outcomes

	Expected	Actual
Milestone documents, Instructional Scope and Sequence, Lesson Plan Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys	2018-19 100%	100% IMPLEMENTATION OF THE CCSS.

Actions / Services

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

Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</p> <p>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1: Math and ELA implemented CCSS for all grades. Teachers participated in Professional Development, trainings and workshops in CA CCSS Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</p>	<p>\$43,000 - LCFF - 1000-1999 Certificated Salaries - 1300 1900 (SHARED COSTS- superintendents and their aides \$5,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of materials \$17,000 - LCFF - 7000-7499 Other - 7400 - Data Team Support for Professional Development \$17,000 - LCFF - 7000-7499 Other - 7400 - SIS Support for Professional Development \$17,000 - LCFF -</p>	<p>\$43,000 - LCFF - 1000-1999 Certificated Salaries - 1300 1900 (SHARED COSTS- superintendents and their aides \$5,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of materials \$17,000 - LCFF - 7000-7499 Other - 7400 - Data Team Support for Professional Development \$17,000 - LCFF - 7000-7499 Other - 7400 - SIS Support for Professional Development \$17,000 - LCFF -</p>

7000-7499 Other - 7400 - IT Support for Professional Development

7000-7499 Other - 7400 - IT Support for Professional Development

Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 2: Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS. Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - Professional Development</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - 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.

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

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

Annual Measurable Outcomes

Expected		Actual
Family Meeting agendas and sign-ins, Site Advisory Council Agendas and sign-ins 6 Family Meetings Minimum 2 parents on School Advisory Council 3 Parent Engagement Workshops	2018-19	1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS. 2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 9 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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide a minimum of 6 Family Meetings	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools FAMILY NIGHTS: 8/29/18 BACK TO SCHOOL NIGHT 9/26/18 DATA CONFERENCES INTRO TO SBAC & GOAL SETTING 10/26/18 TRUNK OR TREAT 10/15 STUDENT AWARDS ACADEMIC CELEBRATION 12/3-12/6 PARENT STUDENT-LED CONFERENCES	\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 Meetings-Staff/Parents	\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 Meetings-Staff/Parents

12/13/18 WINTER CELEBRATION

1/14/19 STUDENT AWARDS & FAMILY NIGHT-SEX ED (5TH GR)

1/31/19 MATH NIGHT

2/28/19 SBAC FAMILY NIGHT

3/28/19 ARTS NIGHT

4/8/19 PARENT CONFERENCE

4/22/19 STUDENT AWARDS ASSEMBLY

6/3/19 END OF YEAR PERFORMANCES AND END OF YEAR AWARDS ASSEMBLY

Sample of workshops for parents through PUC Valley Parent Center:

DATE: WORKSHOP TOPICS:

1/23/19 COMPUTER CLASS

2/5/19 PARENT ADVISORY COUNCIL

2/11-2/14/19 LAMC ESL CLASSES

3/19/19 CSUN COLLEGE ROAD MAP

4/2/19 HEALTH WORKSHOP

4/9/19 PARENTING 101

4/10/19 PEER HEALTH EXCHANGE

4/16/19 COLLEGE KNOWLEDGE WORKSHOP

Goal 5, Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL. 4 SCHOOL ADVISORY COUNCIL MEETINGS:</p> <p>9/26/18</p> <p>1/31/19</p> <p>3/28/19</p> <p>5/30/19</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 Meetings-Staff/Parents</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 Meetings-Staff/Parents</p>

Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1900-PARENT COORDINATOR</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1900-PARENT COORDINATOR</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 schools responded to parent requests for a PUC parent center and formed a center 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 which will continue in the 19-20 LCAP.

Goal 6

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

Update 17-18 :

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Annual Measurable Outcomes

Expected		Actual
CAASPP Statewide Assessment Results	2018-19 Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: ENGLISH LEARNERS: ELA-0%; YELLOW/MATH-12%; YELLOW HISPANIC/LATINO: ELA-44%; YELLOW/MATH-41%; YELLOW SCHOOL WIDE: ELA-44-%; YELLOW/MATH-41%; YELLOW SOCIOECONOMIC DISADVANTAGED: ELA-39%/MATH-36% YELLOW SPECIAL EDUCATION: ELA-16%/MATH-16%

Actions / Services

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

Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of Intervention programs and resources (after school, before school)</p> <p>Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Math Intervention Round #1 - #3 (October, January, April) Teachers use MAP + ICA data to inform each tutoring session. Teachers implement the following programs to support with intervention: Khan Academy, Zearn, Imagine Math. Reading Intervention Teachers implement</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - 4200/ 4300 - Instructional Materials</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-3600 (Staffing for outside of class intervention)</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - 4200/ 4300 - Instructional Materials</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-3600 (Staffing for outside of class intervention)</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410 (Data tracking tools- Illuminate, Schoolzilla)</p>

Great Leaps to support students with building foundational skills.

Instructional technology used for math: Zearn, Imagine Math, Khan Academy.
Instructional technology used for ELA: Achieve 3000, Smarty Ants, Newsela, Starfall.

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 CAASPP 2018 state assessments results, school is making progress toward goal of meeting or exceeding state targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NO material differences between Budgeted Experiences and Estimated Actual Expenditures.

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

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

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

Goal 7

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

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

State Indicators:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
 Local Priorities: Student achievement pupil achievement as measured by B.API

Annual Measurable Outcomes

	Expected	Actual
CDE API Report	2018-19 Growth Target to be determined	CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2017-2018: 1. CHRONIC ABSENTEEISM: YELLOW 2. SUSPENSION RATE: BLUE 3. ENGLISH LEARNER PROGRESS: N/A 4. GRADUATION RATE: N/A 5. COLLEGE/CAREER: N/A 6. ENGLISH LANGUAGE ARTS: YELLOW 7. MATHEMATICS: YELLOW

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

Students to be Served: All

Location: All Schools

Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.

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

Students to be Served: All

Location: All Schools

The school provided differentiated interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. 100% School implemented:
 Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents
 Professional Development
 Coaching and Feedback
 Professional Development for English Learners and subgroups.

\$5,000 - LCFF - 5000-5999
 Services and Other
 Operating Expenses - 5200
 (Travel and Conferences)
 \$4,000 - LCFF - 4000-4999
 Books and Supplies -
 (4200/4300) Books other
 than textbooks and
 Instructional Materials)

\$5,000 - LCFF - 5000-5999
 Services and Other
 Operating Expenses - 5200
 (Travel and Conferences)
 \$4,000 - LCFF - 4000-4999
 Books and Supplies -
 (4200/4300) Books other
 than textbooks and
 Instructional Materials)

Analysis

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

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

Teachers continue with 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 improved from Orange for Academic Indicator Math to Yellow, and maintained Yellow for ELA, and improved from Green to Blue for Suspension Rate. Based on the available data, the school feels the actions are appropriate and will bring continued growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 8

Students are on track to be college and career ready.

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
Internal Lexile Data	2018-19 75%	FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: YELLOW HSPANIC/LATINO: YELLOW SCHOOL WIDE: YELLOW SOCIOECONOMIC DISADVANTAGED: YELLOW SPECIAL EDUCATION: N/A

Actions / Services

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

Goal 8, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Program to assess reading levels</p> <p>Classroom Libraries</p> <p>Comprehension Toolkit: Updated (Harvey and Goudvis)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school utilized the following instructional technology for ELA in 18-19: Achieve 3000,</p> <p>Smarty Ants,</p> <p>Scholastic News,</p> <p>Illuminate.</p>	<p>\$5,000 - LCFF - 4000-4999</p> <p>Books and Supplies - (4200/4300) Books other than textbooks and Instructional Materials)</p>	<p>\$5,000 - LCFF - 4000-4999</p> <p>Books and Supplies - (4200/4300) Books other than textbooks and Instructional Materials)</p>

Analysis

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

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

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

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

Actions and services brought growth based on prior years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
CELDT Annual Report/Internal Data	2018-19 75% of EL students will advance at least one performance level per academic year.	CELDT: 2017-2018: SCHOOL-WIDE: 45% SOCIOECONOMIC DISADVANTAGED: 46% SPECIAL EDUCATION: 50% HISPANIC/LATINO: 45%

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	\$3,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA OR OTHER SOFTWARE	\$3,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA OR OTHER SOFTWARE

Students to be Served: English Learners
 Scope of Service: LEA-wide
 Location: All Schools
 Provide NEWSELA or other instructional technology for all students.

Students to be Served: English Learners
 Scope of Service: LEA-wide
 Location: All Schools
 Classroom libraries. Instructional technology: Achieve 3000, Smarty Ants, Newsela, Starfall, Zearn, Imagine Math, Khan Academy. Comprehension Toolkit: Updated (Harvey and Goudvis).

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.

Some growth occurred in CELDT performance for students taking the CELDT test from one year to the next, however, the school did not meet its overall goal of 75% of students meeting criteria.

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

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
CELDT Results and Reclassification Matrix	2018-19 Higher than District Average	RECLASSIFICATION RATE 2017-2018 SCHOOL: 28% RECLASSIFICATION RATE LAUSD: 20.1% RECLASSIFICATION RATE

Actions / Services

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

Goal 10, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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>\$4,500 - LCFF - 1000-1999 Certificated Salaries - 1300-ELD TEACHER LEADER STIPEND \$1,500 - LCFF - 4000-4999 Books and Supplies - 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-EXTERNAL ELD TRAINING</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - 1300-ELD TEACHER LEADER STIPEND \$1,500 - LCFF - 4000-4999 Books and Supplies - 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-EXTERNAL ELD TRAINING</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. Designated ELD, after school intervention, mini lessons from curriculum.

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

Although the resources and strategies are bringing growth, more growth is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 11

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

Update 17-18

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

State Indicator:

Chronic Absenteeism

State Priorities: 5. Pupil engagement
 Local Priorities: Specify Student Achievement Pupil achievement as measured by: C. College and Career Ready

Annual Measurable Outcomes

	Expected	Actual
Monthly Attendance Reports	2018-19 >96%	ADA 2018-2019 ENGLISH LEARNERS: 96% HISPANIC/LATINO: 96% SCHOOL WIDE: 96% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 95%

Actions / Services

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

Goal 11, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Personnel/Staffing</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions: Family Support Meetings</p> <p>Incentives</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Incentives: Monthly recognition, certificates and prize (i.e. pencils, ribbons, etc.)</p>	<p>\$60,000 - LCFF - 2000-2999 Classified Salaries - 2100,2400 - Supporting pay of: Classified Staff \$36,414 - LCFF - 1000-1999 Certificated Salaries - 1300/1900 - Shared Costs(clinical counseling staffing)</p>	<p>\$60,000 - LCFF - 2000-2999 Classified Salaries - 2100,2400 - Supporting pay of: Classified Staff \$36,414 - LCFF - 1000-1999 Certificated Salaries - 1300/1900 - Shared Costs(clinical counseling staffing)</p>

Student and Family Engagement			
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Goal 11, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Incentives Program</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Incentives: Monthly recognition, certificates and prize (i.e. pencils, ribbons, etc.)</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - 4350 - Instructional Material</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - 4350 - Instructional Material</p>

Analysis

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

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

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

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

Although the strategies implemented were effective in meeting attendance goal this year, the school will increase opportunities for intervention in order to meet and surpass goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as

applicable. Identify where those changes can be found in the LCAP.

Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to meet and surpass goal. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

Goal 12

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Annual Measurable Outcomes

	Expected	Actual
Monthly Attendance Report	2018-19 92% of students < 3 unexcused absences.	UNEXCUSED ABSENCES 2018-2019 48% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.

Actions / Services

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

Goal 12, Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Students to be Served: All

Location: All Schools

See Goal #11

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

Students to be Served: All

Location: All Schools

Attendance Incentives:
Monthly recognition, certificates and prize
(i.e. pencils, ribbons, etc.)

\$0 - See Goal #11

\$0 - See Goal #11

Analysis

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

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

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

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

Although the strategies implemented supported strong attendance, the school did not meet their goal. The 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

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

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 ≤2%	SUSPENSION RATES: 2018-2019; CA DASHBOARD SUSPENSION REPORT-FALL 2018 ENGLISH LEARNERS: 0%; BLUE HISPANIC/LATINO: 0%; BLUE SCHOOL WIDE: 0%; BLUE SOCIOECONOMIC DISADVANTAGED: 0%; BLUE SPECIAL EDUCATION: 0%; BLUE

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
For Actions/Services not included as contributing to meeting Increased or	For Actions/Services not included as contributing to meeting Increased or	\$16,000 - LCFF - 2000-2999 Classified	\$16,000 - LCFF - 2000-2999 Classified

Improved Services Requirement Students to be Served: All Location: All Schools Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention, SEL	Improved Services Requirement Students to be Served: All Location: All Schools PDs were focused on SEL. The school provided training for teachers, leaders, and families on escalation and behavior.	Salaries - 2200/2400 - (shared costs) Staffing Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - 4300 - Instructional Materials \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5860 Instructional Consultants	Salaries - 2200/2400 - (shared costs) Staffing Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - 4300 - Instructional Materials \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5860 Instructional Consultants
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Analysis

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

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

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

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

The actions/services to achieve articulated goal were effective as the school met its 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.

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

Goal 14

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: Specify School Climate As measured by: B. Pupil Expulsion Rates

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 ≤1	EXPULSION RATE: 2018-2019 ENGLISH LEARNERS: 0 % HISPANIC/LATINO: 0 % SCHOOL WIDE: 0 % SOCIOECONOMIC DISADVANTAGED: 0 % SPECIAL EDUCATION: 0%

Actions / Services

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

Goal 14, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools See Goal #13	See Goal #13.	\$0 - See Goal #13	\$0 - See Goal #13

Analysis

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

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

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

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

The actions/services to achieve articulated goal were effective as the school met its 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.

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

Goal 15

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

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities: School Climate As measured by: C. School Connectedness

Annual Measurable Outcomes

Expected

Actual

Student and Family Surveys

2018-19

average approval rating of a ≥
Level 3

ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019:
FAMILY SURVEY:
APPROVAL RATING - LEVEL 4
RESPONSE RATE - 57%

STUDENT SURVEY:
APPROVAL RATING - LEVEL 2
RESPONSE RATE - 93%

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
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Orientation</p> <p>Student Led Conferences</p> <p>Back to School Night</p> <p>Celebration of learning</p> <p>School Advisory Council meeting</p> <p>Parent Meetings/Committees</p> <p>Family Nights</p> <p>Content Nights</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Leaders received training on engaging families.</p> <p>PDs and presentations were developed for leaders to present to families: LCAP School Success Plan Foster/Homeless Youth ELPAC/English Learners</p> <p>In addition, leaders developed events around: Student Led Conferences Math/Literacy Night Goal Setting</p>	<p>\$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 (conferences for leaders)</p>	<p>\$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 (conferences for leaders)</p>

Training for Leaders on Parent Engagement

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 16

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

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

Annual Measurable Outcomes

	Expected	Actual
Course offerings, Student Master 2018-19 Schedule	100% access	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 16, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Creation of Student Master Schedule 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>As a small school, each student has a schedule that ensures all courses are offered and taken. Additionally, support</p>	<p>\$8,000 - LCFF - 1000-1999</p> <p>Certificated Salaries - 1300/1900 - SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$0 - See Goal #1</p>	<p>\$8,000 - LCFF - 1000-1999</p> <p>Certificated Salaries - 1300/1900 - SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$0 - See Goal #1</p>

- Course offerings
- Inclusion support for students with IEPs who are also EL and LI to ensure course access.

from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.

Analysis

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

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

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 17

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

Annual Measurable Outcomes

Expected	Actual
Intervention Master Schedule, RTI2018-19 <div style="border: 1px solid black; padding: 2px; display: inline-block;">100%</div>	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 17, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Math Intervention, Teachers use MAP + ICA data to inform each tutoring session. Teachers continue with the following programs to support with intervention: Khan Academy, Zearn, Imagine Math. Reading Intervention Teachers continue with Great Leaps to support students with building foundational skills. The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Instructional technology used for math:</p>	<p>\$0 - See Goal #6 and #7</p>	<p>\$0 - See Goal #6 and #7</p>

Zearn, Imagine Math, Khan Academy.
Instructional technology used for ELA:
Achieve 3000, Smarty Ants, Newsela,
Starfall.

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.

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 2018 and March 2019 SAC Meetings:

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.

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

May 16, 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

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

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS annual Credential Report	No data	100%	100%	100%

Planned Actions / Services

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

Goal 1, Action 1

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

Students to be Served:

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

[Empty selection box]

Location(s):

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

[Empty selection box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

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 multiple-subject teachers with proficiency in ELD instruction. (increased data

2018-19

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

Unchanged Action

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

Focus on multiple-subject teachers with proficiency in ELD instruction. (increased data

2019-20

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

Modified Action

Supervision and staffing of instructional program.
Focus on multiple-subject teachers with proficiency in ELD instruction. (increased data review, differentiation, CCSS, reading and writing).

review, differentiation, CCSS, reading and writing)

review, differentiation, CCSS, reading and writing)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 1300 ADMINISTRATION	1000-1999 Certificated Salaries; 1300 ADMINISTRATION	1000-1999 Certificated Salaries; 1300 ADMINISTRATION
Amount	\$0	\$0	\$18,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 1, Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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
<p>Efficient Recruitment and Hiring Process.</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$40,000
Source			LCFF
Budget Reference			7000-7499 Other; 7400 MGMT FEE covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups..

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

Modified Goal

Goal 2

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes

Local Priorities: 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	No Data	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:

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$134,640	\$85,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	4000-4999 Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts	4000-4999 Books and Supplies; 4200 4300 4350 4370 - Instructional Materials, & Resources for Arts
Amount	\$15,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4100-Textbooks	4000-4999 Books and Supplies; 4100-Textbooks	4000-4999 Books and Supplies; 4100-Textbooks
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; 4000-BOOKS OTHER THAN TEXTBOOKS
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; 1000-ARTS PERSONNEL
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV

Budget
Reference

4000-4999 Books and Supplies;
4000-ARTS MATERIALS

Goal 2, 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)

[Empty text box for Students to be Served]

[Empty text box for Location(s)]

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)

English Learners, Foster Youth, Low Income

LEA-wide

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
		INCLUSION SUPPORT.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1300/1900-SHARED COST DIRECTOR OF SPED
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities: 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
The school scores 90% or greater in the Quality Assurance Operations	No Data	90%/90%/100%	90%/90%/100%	90%/90%/100%

Review performed quarterly. Site Inspection Checklist and Repair Log.

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

Supervision and staffing of custodial and maintenance staff.

2018-19

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

Unchanged Action

Supervision and staffing of custodial and maintenance staff.

2019-20

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

Unchanged Action

Supervision and staffing of custodial and maintenance staff.

Security maintenance and staffing.	Security maintenance and staffing.	Security maintenance and staffing.
Operating cost of facilities.	Operating cost of facilities.	Operating cost of facilities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,100	\$5,202	\$5,306
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 2200 staffing Shared costs for facilities associate	2000-2999 Classified Salaries; 2200 staffing Shared costs for facilities associate	2000-2999 Classified Salaries; 2200 staffing Shared costs for facilities associate
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5500 5600 5610 5825	5000-5999 Services and Other Operating Expenses; 5500 5600 5610 5825 SHARED COSTS FOR FACILITIES	5000-5999 Services and Other Operating Expenses; 5500 5600 5610 5825 SHARED COSTS FOR FACILITIES
Amount	\$0	\$0	\$1,061
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

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

Modified Goal

Goal 4

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

All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes

Local Priorities: Specify _Implementation of Common Core State Standards (CCSA) A. Implementation 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 Sequence, Lesson Plan Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys	No data	100%	100%	100%

Planned Actions / Services

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

Goal 4, Action 1

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

Students to be Served:

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

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:

Unchanged Action

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

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

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	\$0	\$0	\$43,100
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-ACADEMIC SUPPORT
Amount	\$0	\$0	\$8,620

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

Goal 4, Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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

DATA, SIS, IT SUPPORT SERVICES

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400 covers shared cost of materials	7000-7499 Other; 7400 covers shared cost of materials	7000-7499 Other; 7400 covers shared cost of materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400 - Data Team Support for Professional Development	7000-7499 Other; 7400 - Data Team Support for Professional Development	7000-7499 Other; 7400 - Data Team Support for Professional Development
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400 - SIS Support for Professional Development	7000-7499 Other; 7400 - SIS Support for Professional Development	7000-7499 Other; 7400 - SIS Support
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400 - IT Support for Professional Development	7000-7499 Other; 7400 - IT Support for Professional Development	7000-7499 Other; 7400 - IT Support

Goal 4, 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

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

2018-19

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

Unchanged Action

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

2019-20

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

Unchanged Action

Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS CCSS (could include summer trainings).

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; 5200 - Professional Development	5000-5999 Services and Other Operating Expenses; 5200 - Professional Development	5000-5999 Services and Other Operating Expenses; 5200 - Professional Development
Amount	\$0	\$0	\$12,623
Source			Federal Revenues - Title II

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

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities Addressed by this goal:

State 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	N/A	6 Family Meetings Minimum 2 parents on	6 Family Meetings Minimum 2 parents on	6 Family Meetings Minimum 2 parents on

		School Advisory Council	School Advisory Council	School Advisory Council
		3 Parent Engagement Workshops	3 Parent Engagement Workshops	3 Parent Engagement Workshops

Planned Actions / Services

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

Goal 5, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

2018-19

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

Unchanged Action

2019-20

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

Unchanged Action

School will provide a minimum of 6 Family Meetings

School will provide a minimum of 6 Family Meetings

School will provide a minimum of 6 Family Meetings

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	5000-5999 Services and Other Operating Expenses; 5290 Meetings-Staff/Parents	5000-5999 Services and Other Operating Expenses; 5290 Meetings-Staff/Parents
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-STAFF SUPPORT
Amount	\$0	\$0	\$400
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-PARENT ENGAGEMENT

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

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

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;

	5290 Meetings-Staff/Parents	5290 Meetings-Staff/Parents	5290 Meetings-Staff/Parents
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$400
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 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

2018-19

Select from New Action, Modified Action, or Unchanged

2019-20

Select from New Action, Modified Action, or Unchanged

Action:	Action:	Action:
Unchanged Action	Modified Action	Unchanged Action
School will engage with outside organization to provide training and development for Parent Engagement.	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.	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; 5860 Instructional Consultants	5000-5999 Services and Other Operating Expenses; 5860 Instructional Consultants	5000-5999 Services and Other Operating Expenses; 5860 Instructional Consultants
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 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>School-wide: CAASPP 17-18 Level of Performance</p> <p>English Learners: CAASPP 17-18 Level of Performance</p> <p>Low-Income: CAASPP 17-18 Level of Performance</p> <p>Foster Youth:</p>			<p>School-wide: 1% Increase Above Baseline</p> <p>English Learners: 2% Increase Above Baseline</p> <p>Low-Income: 2% Increase Above Baseline</p> <p>Foster Youth: 2% Increase Above Baseline</p> <p>SPED: 1% Increase Above Baseline</p> <p>African-American: 1%</p>

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

	Latino: CAASPP 17-18 Level of Performance			Latino: 1% Increase above baseline
OUTCOME #4: PERCENTAGE OF EL STUDENTS ADVANCING AT LEAST ONE PERFORMANCE LEVEL ON THE ELPAC.	17-18 baseline			1% increase above baseline.
OUTCOME #5: INCREASE PERCENTAGE OF EL STUDENTS (FALL 1) RECLASSIFICATION RATE ANNUALLY.	17-18 baseline			1% increase above baseline.

Planned Actions / Services

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

Goal 6, Action 1

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

Students to be Served:

(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)

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		<ul style="list-style-type: none"> • Implementation of Intervention programs (after school, Saturday School, Summer School). • Purchase of Resources: Magazine Subscriptions, Thinking Texts, Book Sets, Digital Library

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410-TTM & 50% NWEA MAP
Amount	\$0	\$0	\$26,756
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1100-Staffing for Outside of Class Intervention
Amount	\$0	\$0	\$5,000
Source			LCFF

Budget Reference			4000-4999 Books and Supplies; 4410-Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; 1000-OUTSIDE CLASS INTERVENTION- SAT/SUMMER
Amount	\$0	\$0	\$5,351
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 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)

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
		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			5000-5999 Services and Other Operating Expenses; 5000-TRAVEL & CONFERENCES
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-BOOKS OTHER THAN TEXTBOOKS/INSTRUCTIONAL MATERIALS

Goal 6, Action 3

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:

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

Provide NEWSELA or other instructional technology for all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410-BOOKS OTHER THAN TEXTBOOKS/INSTRUCTIONAL MATERIALS & SUPPLIES

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	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-NEWSELA/OTHER INSTRUCTIONAL TECH.
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-NEWSELA/OTHER INSTRUCTIONAL TECH.

Goal 6, Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

(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
		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	\$4,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-ELD TEACHER LEADER STIPEND
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-ELD CURRICULUM
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-EXTERNAL ELD TRAINING
Amount	\$0	\$0	\$67,000
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; 2000-INTERVENTION & ACADEMIC SUPPORT STAFF
Amount	\$0	\$0	\$2,000

Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; 2000-ACADEMIC COUNSELING INTERNS
Amount	\$0	\$0	\$900
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 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:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; See Goal 6, Action #2

(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 >= 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)

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:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$60,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-CLASSIFIED STAFF W/ BENEFITS
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-CLINICAL COUNSELING TEAM (SHARED)
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			4000-4999 Books and Supplies; 4000-HOMELESS SUPPORT
Amount	\$0	\$0	\$19,283
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 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)

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

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; 4000-INSTRUCTIONAL MATERIALS AND SUPPLIES

(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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will reduce suspension rate. School will reduce expulsion rate. Increased parent satisfaction rate.	ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019: CCMS MS: FAMILY SURVEY: APPROVAL RATING - LEVEL 4 RESPONSE RATE - 46% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 88%			STUDENT SURVEY: Positive Result: 80% Response Rate: 50% FAMILY SURVEY: Positive Result: 80% Response Rate: 50%
OUTCOME #2: School will reduce suspension rate to	CCMS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 1% SCHOOL WIDE: 1% SOCIOECONOMIC DISADVANTAGED: 1% SPECIAL EDUCATION: 0% CCECHS: ENGLISH LEARNERS: 0%			Schoolwide: <3% English Learners: <3% Low-income: <3% Foster Youth: <3% SPED: <3% African American: <3% Latino Students: <3%

	HISPANIC/LATINO: 1% SCHOOL WIDE: 1% SOCIOECONOMIC DISADVANTAGED: 1% SPECIAL EDUCATION: 1%			
OUTCOME #3: Less than or equal to 1% of students will be expelled.	EXPULSION RATE 2018-2019: CCMS MS: ENGLISH LEARNERWS: 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			Schoolwide: 1% English Learners: 1% Low-income: 1% Foster Youth: 1% SPED: 1% African American: 1% Latino Students: 1%

Planned Actions / Services

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

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)

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			2000-2999 Classified Salaries; 1000-DISCIPLINE UNIT (VARTAN SHARED COST)
Amount	\$0	\$0	\$6,000
Source			LCFF

Budget Reference			4000-4999 Books and Supplies; 4000-INSTRUCTIONAL MATERIALS AND SUPPLIES
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-INSTRUCTIONAL CONSULTANT-NO BULLY
Amount	\$0	\$0	\$3,200
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 8, Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-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"> • Family Support Meetings • Incentives • Student and Family Engagement

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$36,867
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; 1000-CLINICAL COUNSELING

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$684,593

Percentage to Increase or Improve Services:

27.36%

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:

\$669,531

Percentage to Increase or Improve Services:

27.94%

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 **79.20%** 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 Elementary'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 Elementary 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:

\$700,995

Percentage to Increase or Improve Services:

30.94%

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

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$569,766	\$569,766	\$774,531
1000-1999 Certificated Salaries	199,914	199,914	253,137
2000-2999 Classified Salaries	81,202	81,202	154,306
3000-3999 Employee Benefits	0	0	60,815
4000-4999 Books and Supplies	134,650	134,650	126,150
5000-5999 Services and Other Operating Expenses	58,000	58,000	84,123
7000-7499 Other	96,000	96,000	96,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$569,766	\$569,766	\$774,531
LPSBG	0	0	10,000
Federal Revenues - Title I	0	0	110,867
Federal Revenues - Title II	0	0	12,623
Federal Revenues - Title IV	0	0	10,000
LCFF Base/Not Contributing to Increased or Improved Services	559,266	559,266	96,000
LCFF S & C/Contributing to Increased or Improved Services	10,500	10,500	535,041

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018	2018	2019

		Annual Update Budgeted	Annual Update Estimated Actual	
All Budget Categories	All Funding Sources	\$569,766	\$569,766	\$774,531
1000-1999 Certificated Salaries	LPSBG	0	0	2,500
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	36,867
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	5,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	195,414	195,414	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,500	4,500	208,770
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	67,000
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	81,202	81,202	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	85,306
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	60,815
4000-4999 Books and Supplies	LPSBG	0	0	5,000
4000-4999 Books and Supplies	Federal Revenues - Title I	0	0	2,000
4000-4999 Books and Supplies	Federal Revenues - Title IV	0	0	3,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	130,150	130,150	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	4,500	4,500	116,150
5000-5999 Services and Other Operating Expenses	LPSBG	0	0	2,500
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	12,623
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	56,500	56,500	0

5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	1,500	1,500	64,000
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	96,000	96,000	96,000

Expenditures by Goal and Funding Source

Funding Source			2019
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100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources			\$148,000
LCFF Base/Not Contributing to Increased or Improved Services			40,000
LCFF S & C/Contributing to Increased or Improved Services			108,000

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

All Funding Sources			\$87,600
LPSBG			5,000
Federal Revenues - Title IV			8,000
LCFF S & C/Contributing to Increased or Improved Services			74,600

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			\$36,367
LCFF S & C/Contributing to Increased or Improved Services			36,367

- 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			\$125,843
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LPSBG	2,500
Federal Revenues - Title II	12,623
LCFF Base/Not Contributing to Increased or Improved Services	56,000
LCFF S & C/Contributing to Increased or Improved Services	54,720

- 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	\$23,800
Federal Revenues - Title I	5,000
LCFF S & C/Contributing to Increased or Improved Services	18,800

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

All Funding Sources	\$158,657
LPSBG	2,500
Federal Revenues - Title I	67,000
Federal Revenues - Title IV	2,000
LCFF S & C/Contributing to Increased or Improved Services	87,157

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

All Funding Sources	\$119,697
Federal Revenues - Title I	2,000
LCFF S & C/Contributing to Increased or Improved Services	117,697

School will maintain a school culture conducive to student learning.

All Funding Sources	\$74,567
Federal Revenues - Title I	36,867
LCFF S & C/Contributing to Increased or Improved Services	37,700

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources	\$130,000	\$130,000
LCFF Base/Not Contributing to Increased or Improved Services	130,000	130,000

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

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

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

All Funding Sources	\$35,202	\$35,202
LCFF Base/Not Contributing to Increased or Improved Services	35,202	35,202

- 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	\$102,000	\$102,000
LCFF Base/Not Contributing to Increased or Improved Services	102,000	102,000

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

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

Update 17-18 :

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

All Funding Sources	\$31,150	\$31,150
LCFF Base/Not Contributing to Increased or Improved Services	31,150	31,150

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

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

State Indicators:

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

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

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level 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	\$5,000	\$5,000
LCFF Base/Not Contributing to Increased or Improved Services	5,000	5,000

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	\$3,000	\$3,000
LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000

EL students will be reclassified as Fluent English Proficient annually.

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

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

Update 17-18

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

State Indicator:

Chronic Absenteeism

All Funding Sources	\$98,414	\$98,414
LCFF Base/Not Contributing to Increased or Improved Services	98,414	98,414

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

All Funding Sources	\$0	\$0
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School will reduce its suspensions to less than or equal to 3% of students

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

All Funding Sources	\$30,000	\$30,000
LCFF Base/Not Contributing to Increased or Improved Services	30,000	30,000

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

All Funding Sources	\$0	\$0
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Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

Update 17-18

Follow State local indicator process for accountability

All Funding Sources	\$4,500	\$4,500
LCFF Base/Not Contributing to Increased or Improved Services	4,500	4,500

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

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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