

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

<b>Local Educational Agency (LEA) name:</b>	PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS
<b>CDS code:</b>	19647330124933
<b>LEA contact information:</b>	Gerard Montero, G.Montero@pucschools.org, (818) 559-7699
<b>Coming LCAP Year:</b>	2019-2020
<b>Current LCAP Year</b>	2018-2019

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

<b>Projected General Fund Revenue for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 3,537,477
LCFF supplemental & concentration grants	\$ 677,735
All other state funds	\$ 358,052
All local funds	\$ 70,166
All federal funds	\$ 325,781
<b>Total Projected Revenue</b>	<b>\$ 4,291,476</b>

<b>Total Budgeted Expenditures for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 4,279,429
Total Budgeted Expenditures in LCAP	\$ 1,060,763
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 1,060,763
Expenditures not in the LCAP	\$ 3,218,666

<b>Expenditures for High Needs Students in the 2018-2019 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 825,195
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 901,047

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

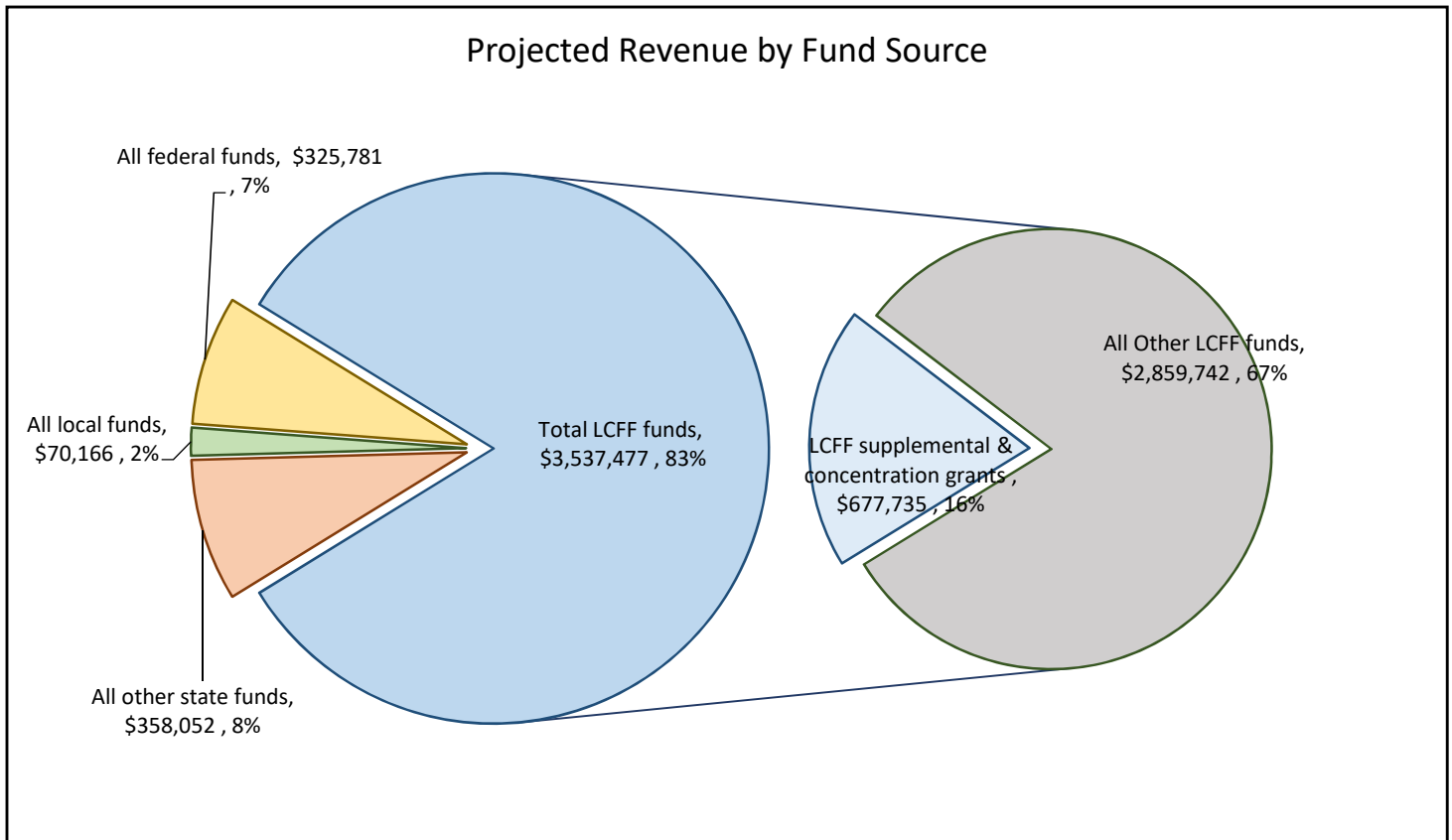
<b>Required Prompt(s)</b>	<b>Response(s)</b>
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS  
CDS Code: 19647330124933  
Local Control and Accountability Plan (LCAP) Year: 2019-2020  
LEA contact information: Gerard Montero, G.Montero@pucschools.org, (818) 559-7699

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

## Budget Overview for the 2019-2020 LCAP Year

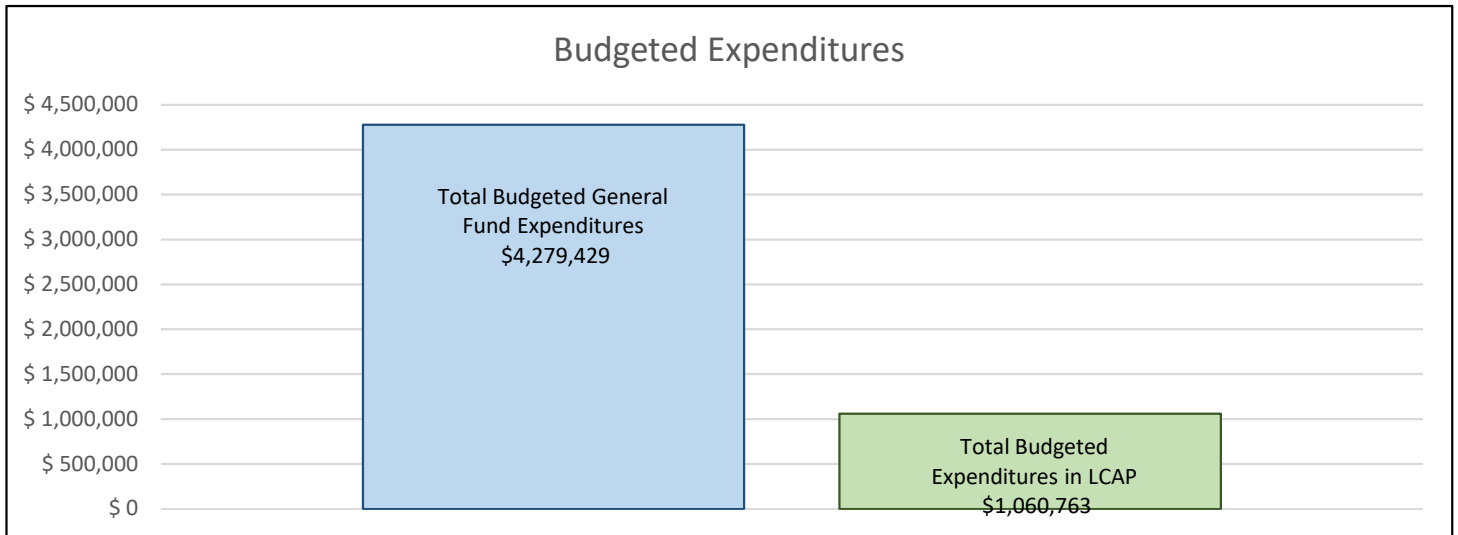


This chart shows the total general purpose revenue PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS expects to receive in the coming year from all sources.

The total revenue projected for PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS is \$4,291,476.00, of which \$3,537,477.00 is Local Control Funding Formula (LCFF), \$358,052.00 is other state funds, \$70,166.00 is local funds, and \$325,781.00 is federal funds. Of the \$3,537,477.00 in LCFF Funds, \$677,735.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

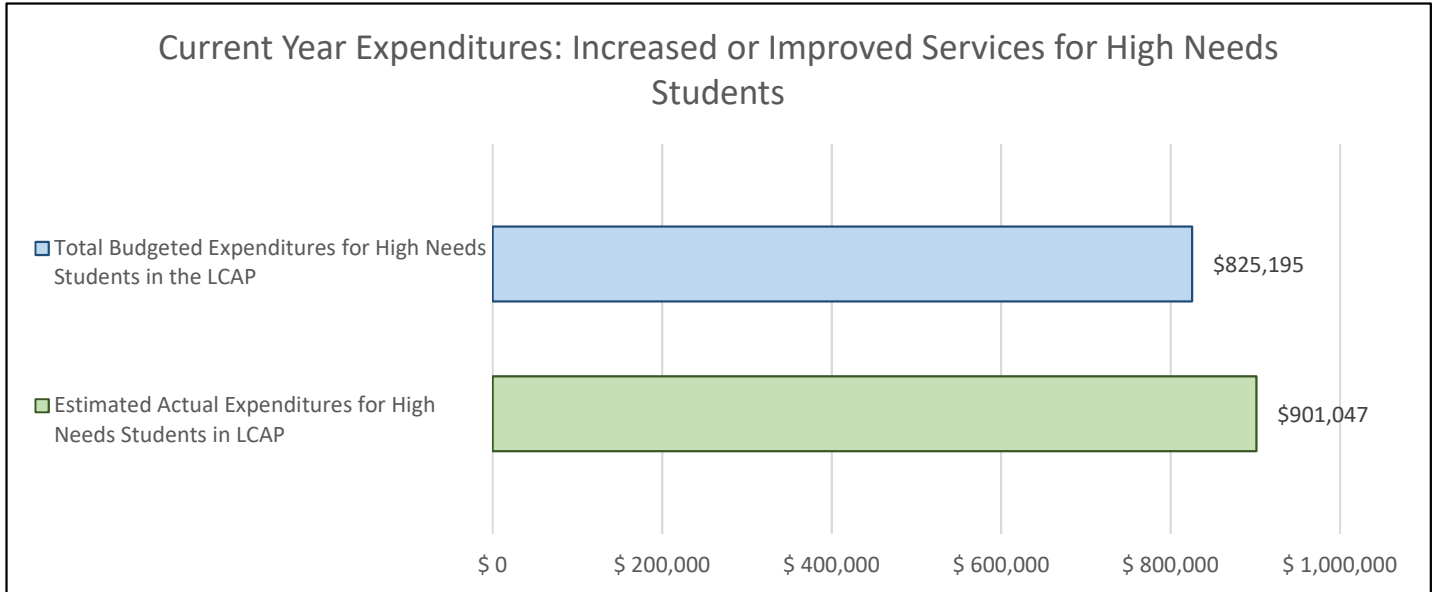
PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS plans to spend \$4,279,429.00 for the 2019-2020 school year. Of that amount, \$1,060,763.00 is tied to actions/services in the LCAP and \$3,218,666.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-2020, PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS is projecting it will receive \$677,735.00 based on the enrollment of foster youth, English learner, and low-income students. PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS plans to spend \$1,060,763.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



This chart compares what PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS's LCAP budgeted \$825,195.00 for planned actions to increase or improve services for high needs students. PUC EARLY COLLEGE ACADEMY LEADERS AND SCHOLARS estimates that it will actually spend \$901,046.87 for actions to increase or improve services for high needs students in 2018-2019.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

PUC Early College Academy for Leaders  
and Scholars (ECALS)

Contact Name and Title

Gerard Montero  
Compliance Director

Email and Phone

[g.montero@pucschools.org](mailto:g.montero@pucschools.org)  
(818) 559-7699 1438

# 2017-20 Plan Summary

## The Story

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

PUC eCALS 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 Early College Academy for Leaders and Scholars was founded in 2011 in the Northeast Los Angeles area. As of February 2019, 91.86% of PUC Early College Academy for Leaders and Scholars's students are Hispanic, and 1.16% are African American. 15.99% of the student population is served by the Special Education program, and 11.63% of students are identified English Learners (ELs) and 52.03% are Reclassified Fluent English Proficient (RFEP). 66.86% of families qualify for free or reduced lunch. About 18.60% of parents have taken some college coursework or Associate's degree, and 1.74% 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 our second year using the MAP Growth assessment in Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data.

We focused our professional development on 1) Culturally Relevant Teaching in order to support rigor and relationships in our school, 2) Data analysis to ensure growth for all students and subgroups, 3) Schoolwide teacher development goals of:

Cognitive Engagement and Data Driven Decision Making

and 4) English Language Development Standards and Instruction under direction of our English Learner Coordinator.

Having completed our anti-bullying roll-out, we shifted our focus to the broader realm of social emotional learning. We implemented Social Emotional Learning Programs No Bully and Habits of Heart and Mind in order to support the growth of the whole child and positive school culture.

PUC eCALS set ELA Achievement goals of 72% overall at or above standard on CAASPP assessment and Math Achievement of 40% overall at or above standard on CAASPP assessment. Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success."

## Review of Performance

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

### Greatest Progress

In reviewing progress, the school has a number of areas to celebrate. Of the data reported on the CA School Dashboard Fall 2018 Report, the school achieved a high graduation rate (89.5%) and a Green in College & Career Indicator. 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 18-19 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 overall.

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

### Greatest Needs

Of the data provided on the CA State Dashboard Fall 2018 Report, the school has identified the following areas of need: ELA and Mathematics achievement, Suspension Rate (Orange). At 56.39% meets or exceeds in ELA, and 35.49% meets or exceeds in Mathematics, ECALS is making significant progress and will continue to focus in these areas in order to ensure college and career readiness. In order to address the areas of

greatest need, the school will implement small group instruction as well as instructional technology for intervention within and outside of the school day, utilizing data from MAP Growth assessments to inform planning of intervention and engage stakeholders in goal setting.

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

### **Performance Gaps**

Based on analysis of the state indicators, the school continues to have a performance gap in Suspension for Hispanic and Socioeconomically Disadvantage. In order to address this gap, the school will continue to develop its positive behavior intervention supports (PBIS) system as well as its restorative justice practices, including the expansion of alternatives to suspension, and continued implementation of behavior support plans where appropriate.

## **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 ECALS 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 ECALS 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 ECALS 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 all teachers are fully credentialed.

State and/or Local Priorities Addressed by this goal:

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

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

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS Annual Credential Report</b>	<b>2018-19</b> 100%	100% APPROPRIATELY ASSIGNED 78% 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
<b>For Actions/Services not included as</b>	<b>For Actions/Services not included as</b>	\$170,000 - LCFF - 1000-1999 Certificated	\$170,000 - LCFF - 1000-1999 Certificated

<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <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 school administrators to support EL Teachers</p>	<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Human Resource department ensured proper hiring and placement of credentialed teachers.</p>	<p>Salaries - 1300 --Administrator \$95,000 - LCFF - 7000-7499 Other - 7400 - Covers shared cost for Director of Talent Management, HR and IT</p>	<p>Salaries - 1300--Administrator \$95,000 - LCFF - 7000-7499 Other - 7400- Covers shared cost for Director of Talent Management, HR</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-leveled materials, and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

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

Local Priorities: - Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119)

Pupil Outcomes

## Annual Measurable Outcomes

	Expected	Actual
<b>SARC</b>	<b>2018-19</b> 100%	100% ACCESS

## Actions / Services

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

## Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition</p> <p>Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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 - Books and Materials, Instructional Materials, Resources for ARTs \$5,000 - LCFF - 4000-4999 Books and Supplies - 4100 - Textbooks</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - 4200,4300,4350,4370 - Books and Materials, Instructional Materials, Resources for ARTs \$5,918 - LCFF - 4000-4999 Books and Supplies - 4100 - Textbooks</p>

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This was spent in other object code in the 4000 series.

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

### Annual Measurable Outcomes

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

### Actions / Services

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

### Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of custodial and maintenance staff.</p> <p>Security maintenance and staffing.</p> <p>Operating costs of facilities</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs.</li> <li>• All school facilities are maintained and in good repair.</li> </ul>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - 2200 - Staffing \$70,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500, 5600, 5610, 5825 - shared costs for facilities</p>	<p>\$55,860 - LCFF - 2000-2999 Classified Salaries - 2200 - Staffing \$85,572 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500, 5600, 5610, 5825 - shared costs for facilities</p>

### Analysis

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

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

Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

A new organizational structure which has been in operation for over a year 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
<b>Milestone documents, instructional scope and sequence, lesson plan documents, professional development scope and sequences, agendas, sign-ins and surveys</b>	<b>2018-19</b> 100%	100% IMPLEMENTATION OF THE CCSS.

### Actions / Services

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

#### Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as</b>	<b>For Actions/Services not included as</b>	\$43,100 - LCFF - 1000-1999 Certificated	\$43,100 - LCFF - 1000-1999 Certificated

<p><b>contributing to meeting Increased or Improved Services Requirement</b></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><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 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>Salaries - 1300, 1900 - Shared costs- superintendents and their aides \$5,000 - LCFF - 7000-7499 Other - 7400 - Shared costs of materials \$17,000 - LCFF - 7000-7499 Other - 7400 - Data Team Support \$17,000 - LCFF - 7000-7499 Other - 7400 - Informational Technology- Produce Professional Development \$17,000 - LCFF - 7000-7499 Other - 7400 - SIS Team</p>	<p>Salaries - 1300, 1900 - Shared costs- superintendents and their aides \$5,000 - LCFF - 7000-7499 Other - 7400 - Shared costs of materials \$17,000 - LCFF - 7000-7499 Other - 7400 - Data Team Support \$17,000 - LCFF - 7000-7499 Other - 7400 - Informational Technology- Produce Professional Development \$17,000 - LCFF - 7000-7499 Other - 7400 - SIS Team</p>
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## Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Selected teachers will participate in outside Professional Development, training, and workshops anchored in CA ccss</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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 Training</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - Professional Development Training</p>

## Analysis



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

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

Planned 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

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.

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

## Annual Measurable Outcomes

Expected	Actual
<p><b>Family Meeting agendas and sign ins, Site Advisory Council Agendas and sign ins</b></p> <p>6 Family Meetings</p> <p>Minimum 2 parents on School Advisory Council</p> <p>3 Parent Engagement Workshops</p>	<p>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p> <p>2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 4 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</p> <p>3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p>

## Actions / Services

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

### Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>	\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 - Meetings: Staff/Parents	\$10,905 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will provide a minimum of 6 Family Meetings</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>FAMILY NIGHTS:</p> <ul style="list-style-type: none"> <li>- 9th grade bridge: 10/17/18</li> <li>- Back to School Night: 9/18/18</li> <li>- Coffee with the Principal: 9/20/18, 10/11/18, 11/8/18, 12/6/18, 1/17/19, 2/14/19, 3/14/19, 4/11/19, 5/9/19, 6/6/19;</li> </ul> <p>LCAP was discussed the course of these meetings and families relayed desire for increased communication between school and home along with types of instructional services and supports</p> <ul style="list-style-type: none"> <li>- Dia de Los Muertos: 10/30/18</li> <li>- Parent-Teacher Collaboration Week: 10/1/18-10/3/18 and 4/10/19 - 4/12/19</li> <li>- Freshmen Families Resources Fair: 2/27/19 - 2/28/19</li> </ul>		<p>-Meetings:Staff/Parents</p>
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### Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> <p>SCHOOL ADVISORY COUNCIL MEETINGS:</p> <ul style="list-style-type: none"> <li>- 10/22/18 - LCAP was discussed; family input revolved around increasing communication frequency and type between school</li> </ul>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290</p> <p>- Meetings: Parents/staff</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290</p> <p>- Meetings: Parents/staff</p>

- 12/3/18
- 3/14/18
- 5/13/18

### Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS. Parent Engagement Manager instead of outside organization for delivery of training and development for Parent Engagement.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1300-1900- PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1300-1900- PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</p>

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 6

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CAASPP Statewide Assessment Results</b>	<b>2018-19</b> Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: ENGLISH LEARNERS: ELA-13%/MATH-25% HISPANIC/LATINO: ELA-55%-YELLOW/MATH-35%-YELLOW SCHOOL WIDE: ELA-56%-YELLOW/MATH-35%-YELLOW SOCIOECONOMIC DISADVANTAGED: ELA-58%-YELLOW/MATH-38%-YELLOW SPECIAL EDUCATION: ELA-27%/MATH-9%

## Actions / Services

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

## Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of Intervention programs (after school, Saturday school, summer school)</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p> <ul style="list-style-type: none"> <li>- Freshmen Families Resources Fair: 2/27/19 - 2/28/19 - workshops to provide resources to freshmen and their families</li> <li>- Daily tutoring: Each teacher provides at least one hour of after-school tutoring each week</li> <li>- Summer school - 6/19/18 - 7/13/18: Students made up credits through a variety of classes</li> <li>- APEX online learning platform used throughout the year: Numerous students, mostly seniors, work on online classes for credits.</li> </ul> <p>After School Intervention Monday Tuesday Wednesday Thursday Friday 3:40- 6:00 pm 2:00- 5:00 pm 3:40- 6:00 pm 3:40- 6:00 pm 3:40- 5:00 pm</p>	<p>\$8,000 - LCFF - 4000-4999 Books and Supplies - 4410 - TTM &amp; 50% &amp; NWEA MAP</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>\$8,000 - LCFF - 4000-4999 Books and Supplies - 4410 - TTM &amp; 50% &amp; NWEA MAP</p> <p>\$23,975 - 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>

## 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 2018 CAASPP 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 Expenditures and Estimated Actual Expenditures.

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

In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

## Goal 7

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

17-18 Update:

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

State Priorities: 4. Pupil achievement  
Local Priorities:

## Annual Measurable Outcomes

	Expected	Actual
<b>CDE API Report</b>	<b>2018-19</b> Growth target to be determined	CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FOR 2017-2018: 1. CHRONIC ABSENTEEISM: N/A 2. SUSPENSION RATE: ORANGE 3. ENGLISH LEARNER PROGRESS: N/A 4. GRADUATION RATE: ORANGE 5. COLLEGE/CAREER: GREEN 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English	\$5,000 - LCFF - 1000-1999 Certificated Salaries - 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - ELD standards program professional development	\$5,000 - LCFF - 1000-1999 Certificated Salaries - 1900-REGIONAL SHARED COST FOR INSTRUCTIONAL COACHES \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - ELD standards program professional development



Development for English Learners and subgroups. IMPLEMENTATION OF HYBRID TEACHER/COACH FOR LITERACY

Learners and subgroups.

## Analysis

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

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

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

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

PD Survey results have a high satisfaction rate. CA School Dashboard Fall 2018 shows Green for College & Career Indicator, however, other areas such Suspension Rate and Graduation Rate are in the Orange. Based on the available data, the school feels the actions have brought some growth, however, will need to be adjusted in the 2019-20 SY.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

### Annual Measurable Outcomes

Expected	Actual
<b>Internal Lexile Data; EAP Results 2018-19</b> 75%	FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: N/A 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  Provide NEWSELA or other instructional	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  The school utilized NEWSELA, Achieve	\$3,000 - LCFF - 4000-4999 Books and Supplies - 4410 - NEWSELA OR OTHER Software	\$3,832 - LCFF - 4000-4999 Books and Supplies - 4410 - NEWSELA OR OTHER Software

technology for all students

3000, and NWEA MAP to measure and improve reading and overall literacy.

## 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 Levels per the California School Dashboard**

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

State and/or Local Priorities Addressed by this goal:

### Annual Measurable Outcomes

	Expected	Actual
<b>CELDT Annual Report/ Internal Data</b>	<b>2018-19</b> 75% of all EL students will advance at least one performance level per academic year	CELDT 2017-2018: SCHOOL-WIDE: 25% SOCIOECONOMIC DISADVANTAGED: 32% SPECIAL EDUCATION: 22% HISPANIC/LATINO: 27%

### 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
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners  Scope of Service: Schoolwide  Location: All Schools  Provide NWEA MAP for all students	<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners  Scope of Service: LEA-wide  Location: All Schools  Update of English Learner Master Plan.  Implementation of ELD standards.	\$4,500 - LCFF - 4000-4999 Books and Supplies - 4410 - 50% NWEA MAP	\$4,500 - LCFF - 4000-4999 Books and Supplies - 4410 - 50% NWEA MAP

### Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 10

EL students will be reclassified as Fluent English Proficient annually.

### Update 17-18

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

### English Learner Progress

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

**CELDT results and  
Reclassification Matrix**

**2018-19**  
Higher than district average

RECLASSIFICATION RATE 2017-18:  
SCHOOL: 8% RECLASSIFICATION RATE  
LAUSD: 20.1% RECLASSIFICATION RATE

**Actions / Services**

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

**Goal 10, Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p><b>ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</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 and support.</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - 1300 - ELD TEACHER LEADER STIPENDS \$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 STIPENDS \$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>

**Analysis**

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

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

School engaged in professional development in ELD Standards.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated

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

In order to continue to ensure growth, the school will enlist support of Teacher Leaders and continue development of Integrated and Designated ELD Supports. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

## Goal 11

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.

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>Monthly Attendance Reports</b>	<b>2018-19</b> >= 96%	ADA DATA: 2018-19: LEARNERS: 94%
		ENGLISH

HISPANIC/LATINO: 93%  
 SCHOOL WIDE: 94%  
 SOCIOECONOMIC DISADVANTAGED: 94%  
 SPECIAL EDUCATION: 92%

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Personnel/Staffing</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>\$70,000 - LCFF -            2000-2999 Classified            Salaries - 2100/2400 -            Supporting pay of            Classified Staff</p>	<p>\$70,000 - LCFF -            2000-2999 Classified            Salaries - 2100/2400 -            Supporting pay of            Classified Staff</p>

### Goal 11, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Incentives Program</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School engaged in family meetings and</p>	<p>\$4,000 - LCFF - 4000-4999            Books and Supplies - 4350            - support for clubs,            leadership class supplies</p>	<p>\$4,000 - LCFF - 4000-4999            Books and Supplies - 4350            - support for clubs,            leadership class supplies</p>



Support for clubs, leadership class supplies

intervention programs to increase attendance rates, including: Phone call, Parent Meeting, Restoration.

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No

material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 12

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.

## Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

### Annual Measurable Outcomes

	Expected	Actual
<b>Monthly Attendance Report</b>	<b>2018-19</b>  94% of students < 3 unexcused absences.	2018-2019 UNEXCUSED ABSENCE: 51% 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  SEE GOAL 13	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  See Goal 11 instead of Goal 13.	\$0 - LCFF - 2000-2999 Classified Salaries - 2100/2400 - Supporting pay of Classified Staff 2100 2400	\$0 - LCFF - 2000-2999 Classified Salaries - 2100/2400 - Supporting pay of Classified Staff 2100 2400

#### Goal 12, Action 2

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: Students with Disabilities

Location: All Schools

**SEE GOAL 13**

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

Students to be Served: Students with Disabilities

Location: All Schools

See Goal 11 instead of Goal 13.

\$0 - LCFF - 4000-4999  
Books and Supplies - 4350  
- support for clubs, leadership class supplies

\$0 - LCFF - 4000-4999  
Books and Supplies - 4350  
- support for clubs, leadership class supplies

### Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

### Goal 13

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> School will achieve a $\leq$ 5% Dropout Rate	2017-2018 DROP OUT RATE: 5.81.0% 2018-2019 DROP OUT RATE: NOT AVAILABLE.

## Actions / Services

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

### Goal 13, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Social Emotional Counseling Services</p> <p>Social Emotional Interventions:</p> <p>Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school, student and families work diligently to provide an engaging and supportive environment in order for students to matriculate.</p> <p>The school engaged in the following professional development: No Bully (TM) Training PUC Competitive Edge (PCE) Habits of Heart and Mind</p>	<p>\$35,000 - LCFF - 1000-1999 Certificated Salaries - 1300/1900 - Shared costs clinical counseling staff \$1,000 - LCFF - 4000-4999 Books and Supplies - 4300 Instructional Materials</p>	<p>\$35,000 - LCFF - 1000-1999 Certificated Salaries - 1300/1900 - Shared costs clinical counseling staff \$1,000 - LCFF - 4000-4999 Books and Supplies - 4300 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.

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with programs offered to intervene when student and family feels less engaged. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

## Goal 14

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

Update 17-18

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

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> ≤ 3%	SUSPENSION RATES: 2018-2019 ENGLISH LEARNERS: 16%; BLUE HISPANIC/LATINO: 4%; ORANGE SCHOOL WIDE: 5%; ORANGE SOCIOECONOMIC DISADVANTAGED: 4%; ORANGE SPECIAL EDUCATION: 14%; GREEN

## Actions / Services

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

## Goal 14, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>We provided Tuesday PD workshops to staff regarding our restorative justice-based discipline system. We discussed our policies garnered their feedback. We also provided workshops on trauma informed care practices as they pertain to education.</p>	<p>\$6,000 - LCFF - 2000-2999 Classified Salaries - 2200/2400 - (shared costs) Staffing Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - 4300 - Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5860 - Instructional Consultants</p>	<p>\$6,000 - LCFF - 2000-2999 Classified Salaries - 2200/2400 - (shared costs) Staffing Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - 4300 - Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5860 - Instructional Consultants</p>

## Analysis

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

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

School 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.

Based on the CA School Dashboard for Fall 2018, the school did not meet its goal schoolwide(Orange) or for the following subgroups: Hispanic/Latino, Socioeconomic Disadvantaged

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> ≤ 1%	EXPULSION RATES: 2018-2019 ENGLISH LEARNERS: 0 % HISPANIC/LATINO: 0% SCHOOL WIDE:0 % SOCIOECONOMIC DISADVANTAGED: 0 % SPECIAL EDUCATION: 2%

### 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
See Goal 17	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All	\$0 - See Goal 17	\$0 - See Goal 17



Location: All Schools

See Goal 14 instead of Goal 17.

## Analysis

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

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

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

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

School met its school-wide goal, however, Special Education subgroups exceeded 1% goal, however, the school believes the actions are appropriate to ensure the goal is met in future 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.

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

## Goal 16

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

State and/or Local Priorities Addressed by this goal:

### Annual Measurable Outcomes

	Expected	Actual
<b>Student and Family Survey</b>	<b>2018-19</b>  average approval rating of a  ≥ Level 3	ANNUAL STAKEHOLDER SATISFACTION SURVEY: 2018-2019  FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 62%  STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 74%

### 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
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  Parent Orientation  Back to School Night  Student Led Conferences  Celebration of learning	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  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	\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 conferences for leaders	\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 conferences for leaders

School Advisory Council meeting	around:		
Coffee with the principal	Student Led Conferences		
Parent Meetings/Committees	Math/Literacy Night		
Family Nights	Goal Setting		
Content Nights			
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.

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the events.

Additionally, school will increase announcements and invitations to events. Most importantly, School Advisory Committee and Student Led Conferences in an effort to gather more feedback and data. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

## Goal 17

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

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

### Annual Measurable Outcomes

	Expected	Actual
<b>Course Offerings, Student Master 2018-19 Schedule</b>	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 17, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION</p>

<p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>	<p>Location: All Schools</p> <p>As a small school, each student has a schedule that ensures all courses are offered and taken. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</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.

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 18

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes

Local Priorities: Pupil Outcomes Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)- (i), inclusive, of 51220, as applicable

B. ELA Intervention C. Math Intervention

### Annual Measurable Outcomes

	Expected	Actual
<b>Intervention, Master Schedule, RTI</b>	<b>2018-19</b> 100% access	100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.

### Actions / Services

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

#### Goal 18, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>We used the PUC Scholar Success Center (SSC) program to provide additional support for students with IEPs. We also created students with IEPs can receive assistance from Inclusion personnel. In addition, we provided designated math and literacy intervention</p>	\$0 - See Goal #6 & 7	\$0 - See Goal #6 & 7

during the day for students to receive additional support. We instituted a designated intervention support class for EL students during the school day. Students received support from designated times throughout the week. WE also provided after school tutoring (Monday - Friday).  
Instructional technology utilized:  
NEWSELA Achieve 3000 MAP Lexile MAP Khan Academy

## Analysis

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

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

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

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Although school is providing 100% access to intervention, it is working on ways to increase attendance and engagement. Additional actions may include summer meetings, family goal setting meetings more opportunities to monitor success and celebrate growth. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

## Goal 19

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

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

College/Career:

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement  
 Local Priorities: F. AP Exam Passage Rate

**Annual Measurable Outcomes**

	Expected	Actual
<b>AP Exam Results/ Percentage of students enrolled and passing college courses with a B or higher</b>	<b>2018-19</b> ≥ 60% of students will score ≥ 3 on AP exam  ≥ 70% will receive a B or higher	FOR 2017-2018: 34% OF STUDENTS SCORED >/= 3 ON AP EXAM 67% IN COLLEGE COURSES

**Actions / Services**

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

**Goal 19, Action 1**

Planned Actual Budgeted Estimated Actual



Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students taking AP Exams will pass with a score of 3 or above. Teachers will attend Professional Development on AP Exams/College Course Preparation</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers attended Professional Development on AP Exams/College Course Preparation</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFF OF COLLEGE COUNSELOR</p>	<p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 2200-STAFF OF COLLEGE COUNSELOR</p>

## Analysis

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

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

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

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

Professional development supported teachers in design and delivery of AP Courses, however, data indicates that the actions to achieve the goal should be reevaluated for the 19-20 SY.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 20

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

### Annual Measurable Outcomes

	Expected	Actual
<b>ACT Results</b>	<b>2018-19</b> 15% of students will score $\geq 22$ (as per CSU / UC College Ready Standard defined in EAP Program)	2017-2018: 19% OF STUDENTS SCORE $\geq 22$ ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM)- COMPOSITE SCORE FOR ELA & MATH

### Actions / Services

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

#### Goal 20, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools	\$10,000 - LCFF - 4000-4999 Books and Supplies - 4410 - Software (REV PREP)	\$10,000 - LCFF - 4000-4999 Books and Supplies - 4410 - Software (REV PREP)

<p>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.</p>	<p>PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.</p>		
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**Goal 20, Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Competitive Edge Class provided instruction, support and intervention with a focus on ELA and Math for EAP, ACT and SAT tests.</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410 - Software (Smart City)</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - 4410 - Software (Smart City)</p>

**Analysis**

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

## Goal 21

School will graduate 90+% of persisting seniors

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> School will achieve a >90% cohort graduation rate	2017-2018 GRADUATION RATE: 89.53%

## Actions / Services

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

### Goal 21, Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

Students to be Served: All

Location: All Schools

SEE GOAL 15

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

Students to be Served: All

Location: All Schools

The school, student and families work diligently to provide an engaging and supportive environment in order for students to graduate.

\$0 - SEE GOAL 15

\$0 - SEE GOAL 15

## Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with programs offered to intervene when student and family feels less engaged. We will continue with actions and services for this goal in New Goal #8 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?

10/22/18: This meeting 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 17, 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 31, 2019 LCAP Stakeholder meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting: well qualified teachers, student growth and achievement, parent engagement, and support for English Learners. Participants expressed support for proposed changes and identified progress and areas of need.

Based on a review of stakeholder input, the following changes were made to the 19-20 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we changed "textbooks" to "Textbooks/Books & Supplies." This change allows for more flexibility in purchasing either textbooks or other books such as chapter books for students. Second, In Goal 4, changed expenditure to only "Superintendent" and not include assistants. Third, in Goal 5, expenditure for parent engagement has been split into two: support staff and other

operating expenses. This allows for the school to provide adequate supervision and support for set-up, tear-down on the days of parent activities. Fourth, feedback from parents, staff, and other stakeholders said that there were too many goals. For the 2019-2020 school year, Goals 6-21 have been collapsed into four new goals (New Goals 6-9). This will provide for easier communication of goals and action items. The following is a breakdown of how the goals were combined: New Goal 6: The following goals were collapsed into this new goal: 7, 8, 9, 10, 17, 18. Changed expenditure from “Newsela or Other Technology Program” to “Other Technology Program. Changed “Shared Costs-Staffing of ELD Coaches” to” Teacher Leads.” For Middle Schools change “Staffing of College Counselor” to “Staffing of Academic Counselor.” New Goal 7: The following goals were collapsed into this new goal: 11, 12. New Goal 8: The following goals were collapsed into this new goal: 13, 14, 15, 16. New Goal 9: This goal is specific to high school. The following goals were collapsed into this new goal: 19, 20, 21.

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



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

## Goal 1

100% of all 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: Local : Specify Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

### Identified Need:

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

### Expected Annual Measurable Outcomes

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

### Planned Actions / Services

Complete a copy of the following table for each of the 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:

Modified Action

**2018-19**

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

Unchanged Action

**2019-20**

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

Modified Action

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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$170,000	\$170,000	\$170,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 1101-ELA ADMINISTRATOR	1000-1999 Certificated Salaries; 1300-ADMINISTRATOR	1000-1999 Certificated Salaries; 1300-ADMINISTRATOR
Amount	\$0	\$0	\$34,000
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:

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		<p>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	\$95,000
Source			LCFF
Budget Reference			7000-7499 Other; 7400 - Covers shared cost for Director of Talent Management, HR and IT

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

### Identified Need:

- Access to standards-aligned materials for all students.
- Access to academic and educational programs

### Expected Annual Measurable Outcomes

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

### Planned Actions / Services

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

### Goal 2, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

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

Unchanged Action

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

Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.

**2018-19**

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

Unchanged Action

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

Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.

**2019-20**

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

Unchanged Action

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

Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$120,000	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4200,4300,4350,4370 - Books and Materials, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; 4200,4300,4350,4370 - Books and Materials, Instructional Materials, Resources for ARTs	4000-4999 Books and Supplies; 4200,4300,4350,4370 - Books and Materials, Instructional Materials, Resources for ARTs
Amount	\$15,000	\$5,000	\$15,000
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			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
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; 4300 - Instructional Materials and Supplies

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

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

### Identified Need:

All school facilities are maintained and in good repair

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site inspection checklist and repair log	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

## Planned Actions / Services

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

### 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.  
Security maintenance and staffing.  
Operating costs of facilities

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 2200-STAFFING	2000-2999 Classified Salaries; 2200-STAFFING	2000-2999 Classified Salaries; 2200-FACILITIES ASSOCIATES
Amount	\$70,000	\$70,000	\$70,000
Source	LCFF	LCFF	LCFF

Budget Reference	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	5000-5999 Services and Other Operating Expenses; 5500, 5600, 5610, 5825 - shared costs for facilities
Amount	\$0	\$0	\$11,384
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:

100% Implementation of the CCSS

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, instructional scope and	100%	100%	100%	100%

sequence, lesson plan documents, professional development scope and sequences, agendas, sign-ins and surveys

## Planned Actions / Services

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

### Goal 4, Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

Unchanged Action

Teachers will participate in Professional

**2018-19**

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

Unchanged Action

Teachers will participate in Professional

**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.	Development, trainings and workshops anchored in CA CCSS.  Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.	Development, trainings and workshops anchored in CA CCSS.  Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.
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## 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 - Shared costs of materials	7000-7499 Other; 7400 - Shared costs of materials	7000-7499 Other; 7400 - Shared costs of materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400-DATA TEAM/SCHOOL INFORMATION SERVICES	7000-7499 Other; 7400-DATA TEAM SUPPORT	7000-7499 Other; 7400-DATA TEAM SUPPORT
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400-INFORMATION TECHNOLOGY	7000-7499 Other; 7400- Informational Technology- Produce Professional Development	7000-7499 Other; 7400-INFORMATION TECHNOLOGY
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400-PROFESSIONAL DEVELOPMENT TRAINING	7000-7499 Other; 7400-SIS TEAM	7000-7499 Other; 7400-SIS TEAM

**Goal 4, Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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, training, and workshops anchored in CA CCSS

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Unchanged Action

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

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5200-PROFESSIONAL DEVELOPMENT TRAINING	5000-5999 Services and Other Operating Expenses; 5200-PROFESSIONAL DEVELOPMENT TRAINING	5000-5999 Services and Other Operating Expenses; 5200-TRAVEL AND CONFERENCES
Amount	\$0	\$0	\$13,416
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)

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

### Identified Need:

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

### Expected Annual Measurable Outcomes

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

### Planned Actions / Services

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

#### Goal 5, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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:

Unchanged Action	Unchanged Action	Unchanged Action
School will provide a minimum of 6 Family Meetings	School will provide a minimum of 6 Family Meetings	School will provide a minimum of 6 Family Meetings

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
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	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS



## Goal 5, Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

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

Unchanged Action

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	\$8,000	\$8,000	\$4,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5290-MEETINS PARENTS/STAFF	5000-5999 Services and Other Operating Expenses; 5290-MEETINS PARENTS/STAFF	5000-5999 Services and Other Operating Expenses; 5290-SAC MEETINGS
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$800
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)

**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:

2017-18	2018-19	2019-20
Unchanged Action	Unchanged Action	Unchanged Action
Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan.	Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan.	Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5860-INSTRUCTIONAL CONSULTANTS	5000-5999 Services and Other Operating Expenses; 5860-INSTRUCTIONAL CONSULTANTS	1000-1999 Certificated Salaries; 1900-Parent Center Coordinator
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: 1. Basic Local Priorities: Basic Services. A: Teachers - The degree to which teachers are appropriately assigned (E.C. > Section 44258.9) and fully credentialed. State Priorities: 2: Implementation of State Standards: A. CA CCSS Implementation B. EL Students & Academic Content Knowledge State Priorities 4: Pupil Achievement Local Priorities: Student achievement pupil achievement as measured by: A. Statewide assessment: ELA/Literacy and mathematics, B. API, C. College and Career Ready, E. EL Reclassification rate. State Priorities: 8. Other pupil outcomes Local Priorities: Specify pupil outcomes, if available, in the subject areas described in E.C. 51210(a)-(i), of 51220, as applicable-B. ELA intervention, C. math intervention

## Identified Need:

- All students will meet or exceed targets for growth in Statewide Assessments as set by the State.
- 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				
Outcome #2: Percentage of students performing at or above proficiency on CAASPP mathematics assessments	CAASPP 17-18 Level of Performance			School-wide: 1% Increase Above Baseline English Learners: 2% Increase Above Baseline Low-Income 2% Increase Above Baseline Foster Youth: 2% Increase Above

				<p>Baseline</p> <p>SPED: 1% Increase Above Baseline</p> <p>African-American: 1% 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>CAASPP 17-18 LEVEL OF PERFORMANCE FOR ALL SUBGROUPS</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% Increase Above Baseline</p> <p>Latino: 1% Increase Above Baseline</p>
<p>Outcome #4: Percentage of EL students advancing at</p>	<p>18-19 BASELINE</p>			<p>1% increase above baseline</p>

least one performance level on the ELPAC				
Outcome#5 Increase percentage of EL students (Fall 1) reclassification rate annually	18-19 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)

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

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

Action

**2018-19**

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

Action

**2019-20**

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

New Action

		<ul style="list-style-type: none"> <li>• Implementation of intervention programs (after school, Saturday school, summer school).</li> <li>• Purchase of resources: Magazine subscriptions, Thinking Texts, Book Sets, Digital Library</li> </ul>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 TTM & 50% NWEA MAP
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1100-3600 Outside 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; 1100-3600 Outside class intervention
Amount	\$0	\$0	\$1,600

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 of subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups



## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1900 Content Leads
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5200 ELD PD
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

### Goal 6, Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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

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

**2018-19**

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 Achieve 3000 and NWEA (50%)

**Goal 6, Action 4**

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

Students to be Served:

Location(s):

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

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

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		ELD standards professional development through ELD teacher leader using ELD curriculum and/or external ELD training

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-ELA Teacher Leader Stipend
Amount	\$0	\$0	\$2,000
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	\$900
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 300-BENEFITS

### Goal 6, Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

(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
		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 item #2

### Goal 6, Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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"> <li>• Creation of student master schedule</li> <li>• course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and L1 to ensure course access.</li> </ul>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1300/1900 Inclusion support (Shared Cost Director of SPED)
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1300/1900 College Counselors
Amount	\$0	\$0	\$86,298
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-College Counseling Interns
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

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

New Goal

## Goal 7

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

### State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

### Identified Need:

- School will maintain a high ADA rate  $\geq$  96%
- Fewer than 10% of students will meet or surpass the threshold for absenteeism

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1: The school will maintain >= 96% average daily attendance (ADA).	ADA DATA: 2018-19: ENGLISH LEARNERS: 94% HISPANIC/LATINO: 93% SCHOOL WIDE: 94% SOCIOECONOMIC DISADVANTAGED: 94% SPECIAL EDUCATION: 92%			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	2018-2019 UNEXCUSED ABSENCE: 51% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.			1% decrease from baseline.

## Planned Actions / Services

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

### Goal 7, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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



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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$70,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2100-2400 Classified staff
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			5000-5999 Services and Other Operating Expenses; 5000-Homeless Support
Amount	\$0	\$0	\$21,283
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)

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

**Budgeted Expenditures**

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

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

New Goal

**Goal 8**

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

**State and/or Local Priorities Addressed by this goal:**

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

Local Priorities: 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 the suspension rate
- The school will reduce the expulsion rate
- The increased parent satisfaction rate
- The school will maintain or increase retention for MS
- The school will minimize dropout for HS

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1: Annual stakeholder satisfaction surveys show positive results for school safety, educational and enrichment opportunities from Family and Students surveys with a minimum response rate of 50%	<p>ANNUAL STAKEHOLDER SATISFACTION SURVEY: 2018-2019</p> <p>FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 62%</p> <p>STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 74%</p>			<p>ANNUAL STAKEHOLDER SATISFACTION SURVEY:</p> <p>FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 50%</p> <p>STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 50%</p>
Outcome #2 The school will reduce suspension rate to	<p>SUSPENSION RATES: 2018-2019</p> <p>ENGLISH LEARNERS: 16%; BLUE</p> <p>HISPANIC/LATINO: 4%; ORANGE</p> <p>SCHOOL WIDE: 5%; ORANGE</p> <p>SOCIOECONOMIC DISADVANTAGED: 4%; ORANGE</p> <p>SPECIAL EDUCATION: 14%; GREEN</p>			<p>SUSPENSION RATES: ENGLISH LEARNERS: &lt;3%</p> <p>HISPANIC/LATINO: &lt;3%</p> <p>SCHOOL WIDE: &lt;3%</p> <p>SOCIOECONOMIC DISADVANTAGED: &lt;3%</p> <p>SPECIAL EDUCATION: &lt;3%</p>
Outcome #3 Less than or equal to 1% of students will be expelled	<p>EXPULSION RATES: 2018-2019</p> <p>ENGLISH LEARNERS: 0 %</p> <p>HISPANIC/LATINO: 0%</p> <p>SCHOOL WIDE: 0 %</p> <p>SOCIOECONOMIC DISADVANTAGED: 0 %</p> <p>SPECIAL EDUCATION: 2%</p>			<p>EXPULSION RATES: ENGLISH LEARNERS: 1 %</p> <p>HISPANIC/LATINO: 1%</p> <p>SCHOOL WIDE: 1%</p> <p>SOCIOECONOMIC DISADVANTAGED: 1%</p> <p>SPECIAL EDUCATION: 1%</p>

Outcome #4: End of the year report from PowerSchool for MS:retention rate > 90% of returning 6th/7th grade students. HS: Minimize dropout rate.	2017-2018 DROP OUT RATE: 5.81%			2017-2018 DROP OUT RATE: <5%
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## Planned Actions / Services

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

### Goal 8, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-Discipline Unit (Shared)
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4300 Instructional Materials and Supplies
Amount	\$0	\$0	\$9,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5860 Instructional Consultant: No Bully
Amount	\$0	\$0	\$1,200
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)

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
		<p>Parent Engagement Activities:</p> <ul style="list-style-type: none"> <li>• Parent Orientation</li> <li>• Student-led Conferences</li> <li>• Back-to-School Night</li> <li>• Celebration of Learning</li> <li>• School Advisory Council Meeting</li> <li>• Parent Meetings/ Communitites</li> <li>• Family Nights</li> <li>• Content Nights</li> </ul> <p>Training for site leaders on Parent Engagement</p>

## 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-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)

**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:



		1. Social-Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$36,646
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; 1000-Clinical Counseling
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4300 Social Emotional Intervention

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

New Goal

### Goal 9

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

### State and/or Local Priorities Addressed by this goal:

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

## Identified Need:

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1: Greater than or equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam or 70% will receive a B or higher in college courses.	FOR 2017-2018: 34% OF STUDENTS SCORED $\geq$ 3 ON AP EXAM 67% IN COLLEGE COURSES			60% OF STUDENTS SCORED $\geq$ 3 ON AP EXAM 70% IN COLLEGE COURSES
Outcome #2: Students will demonstrate college preparedness with 15% of students scoring greater than or equal to 22 on the ACT exam.	2017-2018: 19% OF STUDENTS SCORE $\geq$ 22 ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM)-COMPOSITE SCORE FOR ELA & MATH			18% OF STUDENTS SCORE $\geq$ 22 ON ACT (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM)-COMPOSITE SCORE FOR ELA & MATH
Outcome #3: The school will graduate 90% or above of persisting seniors with subgroup cohort graduation rate at 90% or above annually to meet the State identified target subgroup graduation rate requirement per CALPADS.	2017-2018 GRADUATION RATE: 89.53%			90% 12th grade students graduate (all sub-groups)

## Planned Actions / Services

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

**Goal 9, Action 1**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

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

Action

**2018-19**

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

Action

**2019-20**

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

New Action

- Students taking AP Exams will pass with a score of 3 or above.
- Teachers will attend professional development on AP Exam/College Course preparation.

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2200 College Counselor
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 REV Prep
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

**Goal 9, Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

### 2017-18

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

### 2018-19

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

### 2019-20

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

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

## Budgeted Expenditures

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

## Goal 9, Action 3

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

### Students to be Served:

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

### Location(s):

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

**OR**

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

Students to be Served:

Scope of Services:

Location(s):

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

English Learners, Foster Youth, Low Income

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

LEA-wide

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

All Schools

### Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		PUC Competitive Edge Class will provide instruction, support, and intervention for EAP, ACT, and SAT tests (Math Focus).

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$9,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 Software (Smart City)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$631,199

Percentage to Increase or Improve Services:

22.16%

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 **73.26%** 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 Early College Academy for Leaders and Scholars's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Specifically, the PUC Early College Academy for Leaders and Scholars(eCALs) is providing resources to:

- Continue with smaller class sizes.
- Teacher Leaders for professional development for integrated and designated ELD support
- Continue assistance for clerical, custodial/maintenance, counselor and administrative support.

- Increase college, career and academic counseling support for high school students(for HS only)
- Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation(HS only)
- Increase restorative justice programming.
- Continue investing in data systems for tracking student progress, including homeless youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$724,329

23.78%

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 **75.1%** 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 Early College Academy for Leaders and Scholars’s LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school’s LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Specifically, the PUC Early College Academy for Leaders and Scholars(eCALS) 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:

Percentage to Increase or Improve Services:

\$902,851

27.35%

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

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

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

# Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$844,906	\$881,162	\$1,060,763
1000-1999 Certificated Salaries	283,600	299,575	301,060
2000-2999 Classified Salaries	161,806	161,860	244,220
3000-3999 Employee Benefits	0	0	82,567
4000-4999 Books and Supplies	142,000	143,750	165,500
5000-5999 Services and Other Operating Expenses	106,500	124,977	116,416
7000-7499 Other	151,000	151,000	151,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$844,906	\$881,162	\$1,060,763
LPSBG	0	0	10,000
Federal Revenues - Title I	0	0	124,944
Federal Revenues - Title II	0	0	13,416
Federal Revenues - Title IV	0	0	10,000
LCFF Base/Not Contributing to Increased or Improved Services	832,906	869,162	151,000
LCFF S & C/Contributing to Increased or Improved Services	12,000	12,000	751,403

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	\$844,906	\$881,162	\$1,060,763
1000-1999 Certificated Salaries	LPSBG	0	0	2,500
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	36,646
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	279,100	295,075	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,500	4,500	256,914
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	86,298
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	161,806	161,860	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	155,922
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	82,567
4000-4999 Books and Supplies	LPSBG	0	0	5,000
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	136,000	137,750	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	6,000	6,000	157,500
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	2,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	0	13,416
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	105,000	123,477	0

5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	1,500	1,500	98,500
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	151,000	151,000	151,000

**Expenditures by Goal and Funding Source**

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

All Funding Sources	\$299,000
LCFF Base/Not Contributing to Increased or Improved Services	95,000
LCFF S & C/Contributing to Increased or Improved Services	204,000

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

All Funding Sources	\$108,000
LPSBG	5,000
Federal Revenues - Title IV	8,000
LCFF S & C/Contributing to Increased or Improved Services	95,000

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	\$138,306
LCFF S & C/Contributing to Increased or Improved Services	138,306

- 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	\$74,916
LPSBG	2,500
Federal Revenues - Title II	13,416

LCFF Base/Not Contributing to Increased or Improved Services	56,000
LCFF S & C/Contributing to Increased or Improved Services	3,000
<ul style="list-style-type: none"> <li>• Parents will attend a minimum of 6 family meetings</li> <li>• Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.</li> <li>• School will provide Parent Engagement Workshops</li> </ul>	
All Funding Sources	\$29,600
LCFF S & C/Contributing to Increased or Improved Services	29,600
Improve college access and college readiness through a rigorous academic program.	
All Funding Sources	\$165,398
LPSBG	2,500
Federal Revenues - Title I	86,298
Federal Revenues - Title IV	2,000
LCFF S & C/Contributing to Increased or Improved Services	74,600
The school will maintain a high Average Daily Attendance (ADA)	
All Funding Sources	\$133,697
Federal Revenues - Title I	2,000
LCFF S & C/Contributing to Increased or Improved Services	131,697
The school will maintain a school culture conducive to student learning.	
All Funding Sources	\$64,846
Federal Revenues - Title I	36,646
LCFF S & C/Contributing to Increased or Improved Services	28,200
High school students will graduate prepared to succeed in college-level course work.	
All Funding Sources	\$47,000
LCFF S & C/Contributing to Increased or Improved Services	47,000

**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 all teachers are fully credentialed.

All Funding Sources	\$265,000	\$265,000
LCFF Base/Not Contributing to Increased or Improved Services	265,000	265,000

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

All Funding Sources	\$90,000	\$90,918
LCFF Base/Not Contributing to Increased or Improved Services	90,000	90,918

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	\$125,806	\$141,432
LCFF Base/Not Contributing to Increased or Improved Services	125,806	141,432

- 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	\$102,100	\$102,100
LCFF Base/Not Contributing to Increased or Improved Services	102,100	102,100

- 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	\$26,000	\$28,905
LCFF Base/Not Contributing to Increased or Improved Services	26,000	28,905

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

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

All Funding Sources	\$21,000	\$36,975
LCFF Base/Not Contributing to Increased or Improved Services	21,000	36,975

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

17-18 Update:

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

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

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

Students are on track to be college and career ready.

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

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

All Funding Sources	\$3,000	\$3,832
LCFF Base/Not Contributing to Increased or Improved Services	3,000	3,832

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 Levels per the California School Dashboard**

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

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

EL students will be reclassified as Fluent English Proficient annually.

**Update 17-18**

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

**English Learner Progress**

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

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

**Update 17-18**

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

**Chronic Absenteeism**

All Funding Sources	\$74,000	\$74,000
LCFF Base/Not Contributing to Increased or Improved Services	74,000	74,000

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

**Update 17-18**

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

**Chronic Absenteeism**



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

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

All Funding Sources	\$36,000	\$36,000
LCFF Base/Not Contributing to Increased or Improved Services	36,000	36,000

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

Update 17-18

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

Suspension Rate (K-12)

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

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%

All Funding Sources	\$5,000	\$5,000
LCFF Base/Not Contributing to Increased or Improved Services	5,000	5,000

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

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

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

internal benchmarks.

All Funding Sources	\$0	\$0
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Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam.  
 OR  
 70% will receive a B or higher in college courses

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

College/ Career:

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

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

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

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

School will graduate 90+ % of persisting seniors

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

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

All Funding Sources	\$0	\$0
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