

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	PUC Inspire Charter Academy
CDS code:	19647330129593
LEA contact information:	Gerard Montero, G.Montero@pucschools.org, (818) 559-7699
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

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

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount
Total LCFF funds	\$ 3,407,388
LCFF supplemental & concentration grants	\$ 828,882
All other state funds	\$ 507,804
All local funds	\$ 39,016
All federal funds	\$ 343,162
Total Projected Revenue	\$ 4,297,370

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 4,288,701
Total Budgeted Expenditures in LCAP	\$ 907,637
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 907,637
Expenditures not in the LCAP	\$ 3,381,064

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 679,418
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 704,700

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The General Fund Budget Expenditures for the LCAP year is LCFF Funding that are not part of Supplementa/Concentration Funding. It includes Leases, Certificated and Classified Salaries.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC Inspire Charter Academy

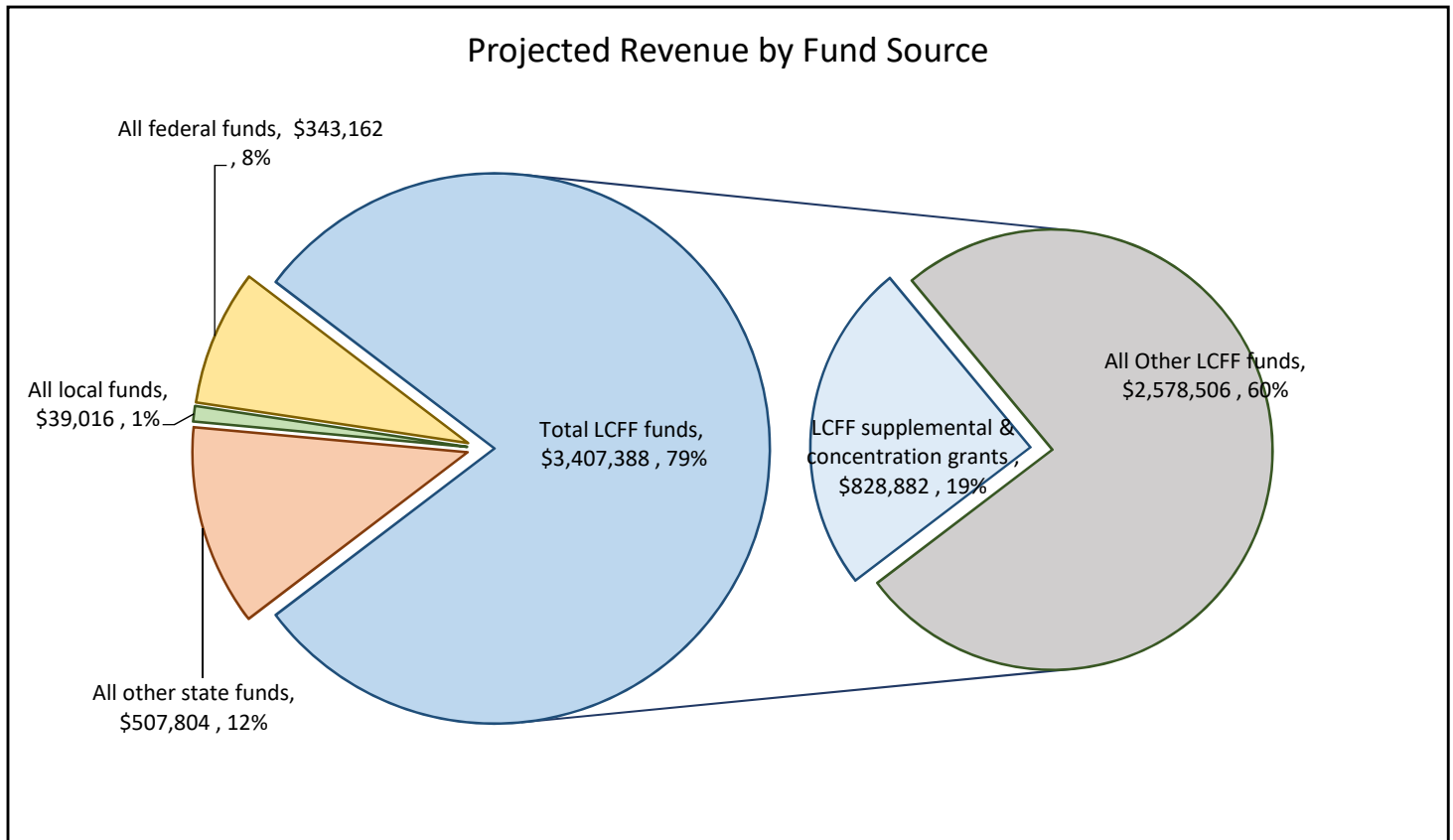
CDS Code: 19647330129593

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

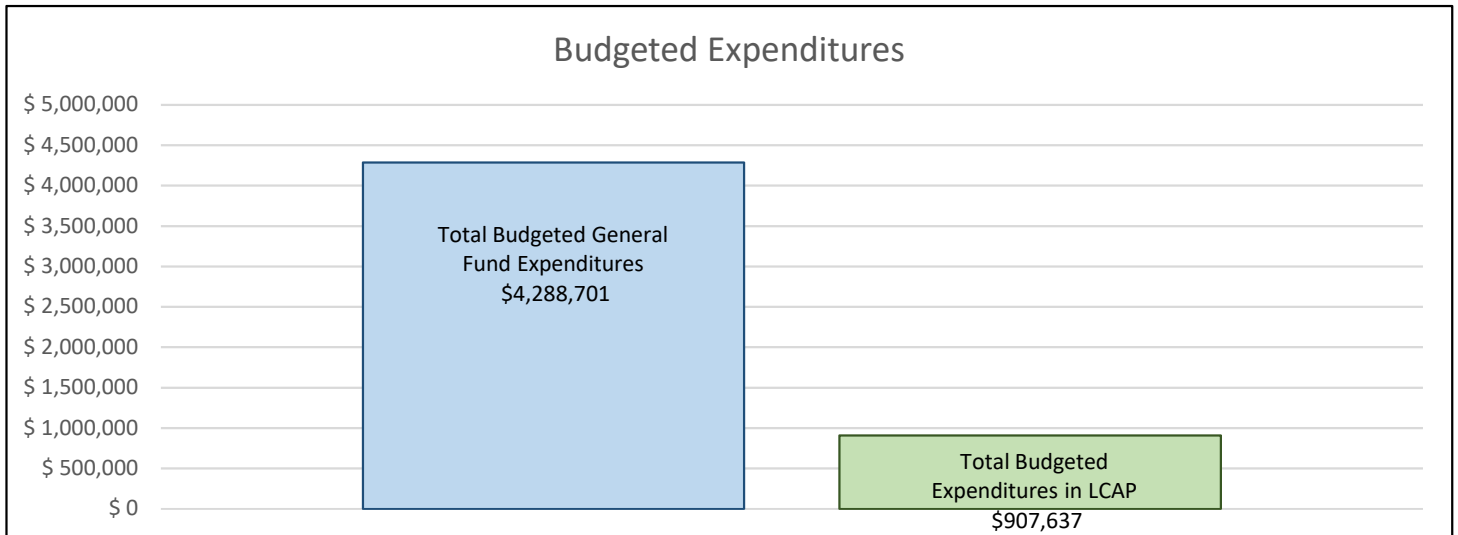


This chart shows the total general purpose revenue PUC Inspire Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for PUC Inspire Charter Academy is \$4,297,370.00, of which \$3,407,388.00 is Local Control Funding Formula (LCFF), \$507,804.00 is other state funds, \$39,016.00 is local funds, and \$343,162.00 is federal funds. Of the \$3,407,388.00 in LCFF Funds, \$828,882.00 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 Inspire Charter Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

PUC Inspire Charter Academy plans to spend \$4,288,701.00 for the 2019-2020 school year. Of that amount, \$907,637.00 is tied to actions/services in the LCAP and \$3,381,064.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

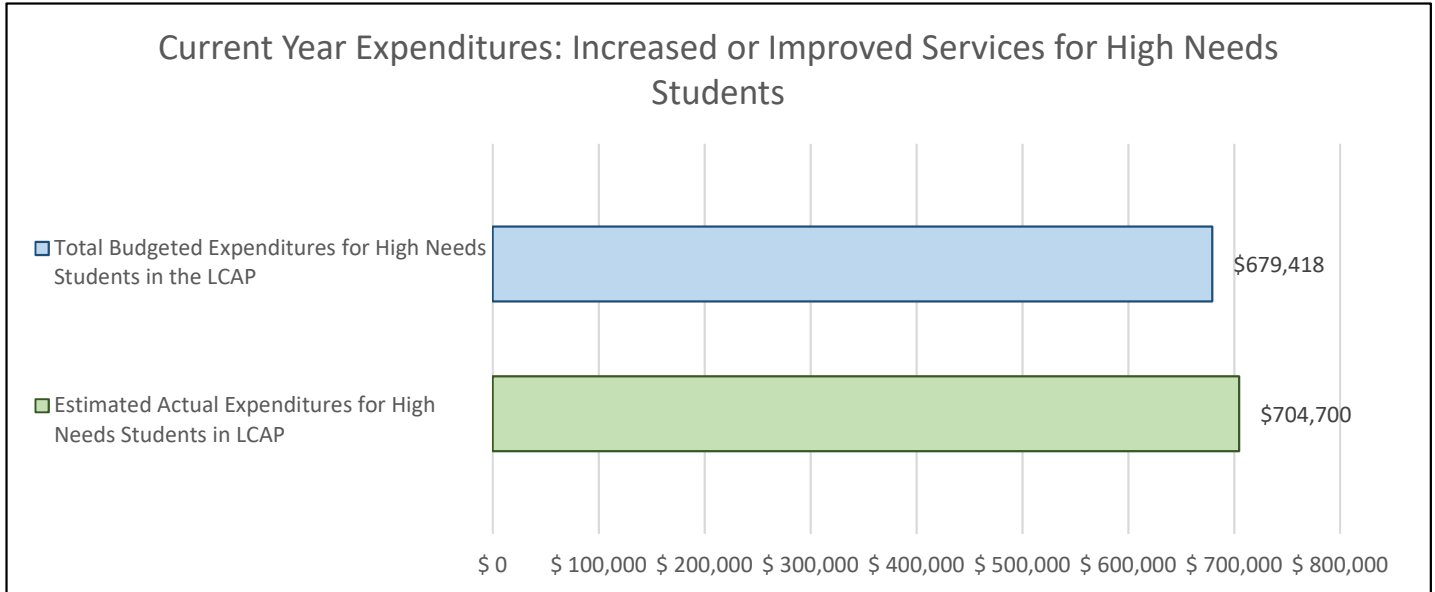
The General Fund Budget Expenditures for the LCAP year is LCFF Funding that are not part of Supplementa/Concentration Funding. It includes Leases, Certificated and Classified Salaries.

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

In 2019-2020, PUC Inspire Charter Academy is projecting it will receive \$828,882.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Inspire Charter Academy 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 Inspire Charter Academy plans to spend \$907,637.00 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 Inspire Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC Inspire Charter Academy 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 Inspire Charter Academy's LCAP budgeted \$679,417.75 for planned actions to increase or improve services for high needs students. PUC Inspire Charter Academy estimates that it will actually spend \$704,700.00 for actions to increase or improve services for high needs students in 2018-2019.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

PUC Inspire Charter Academy

Contact Name and Title

Gerard Montero
Compliance Director

Email and Phone

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

2017-20 Plan Summary

The Story

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

PUC Inspire Charter Academy 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 Inspire Charter Academy was founded in 2014 in the Northeast San Fernando Valley. As of February 2019, 94.48% of PUC Inspire Charter Academy's students are Hispanic, and 0.92% are African American. 17.18% of the student population is served by the Special Education program, and 25.46% of students are identified English Learners (ELs) and 40.49% are Reclassified Fluent English Proficient (RFEP). 81.41% of families qualify for free or reduced lunch. About 17.79% of parents have taken some college coursework or Associate's degree, and 2.45% have graduate degree or higher.

LCAP Highlights

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

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

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

We focused our professional development on:

- 1) Culturally Relevant Teaching in order to support rigor and relationships in our school,
- 2) Data analysis to ensure growth for all students and subgroups,
- 3) Schoolwide goals of: Cognitive engagement and the use of the following: AUTHENTIC WARM DEMANDERS "Teachers and staff will maintain clear systems of communication with warmth, assume positive intentions and express high expectations. Teachers and staff believe in the success of every student and honor the student's access to learning. Scholars will demonstrate through their reflection and actions that they are learning how to uplift and contribute towards their school community in a positive way. "DEEP THINKERS": Teachers backwards plan cognitively engaging lessons that implement accommodations for subgroups. Teachers empower students to be disciplinarians and use language of the discipline to justify their ideas. Teachers will collect the right qualitative and quantitative data to re-visit instructional practices. Through differentiation, students are empowered to grow every day. "PARTNERS FOR ACHIEVEMENT" Parents will be valued as a partner in making decisions for the growth of the whole child. Teachers and staff will create a space for family voices in academic and social growth discussions. Students will chronicle their data growth journey over the course of the year with their family, teachers and staff."
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 in order to support the growth of the whole child and positive school culture through Site Day PDs, Tuesday PDs, and Advisory Curriculum.

PUC Inspire set ELA Achievement goals of 45% overall at standard on CAASPP assessment, with EL: 35% and SpEd: 35% and Math Achievement goals of 40% overall at standard on CAASPP assessment, with EL: 35% at standard on CAASPP assessment and SpEd: 35% at 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, PUC Inspire achieved a high rate of English Learner Progress (61.4% Level 4 or Level 3) and made significant increases in Math (9.97 points to 22.97%) Meets and Exceeds. 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.

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 2018 CAASPP assessment, the school has identified ELA 36.7% Meets and Exceeds) and Mathematics (23.13% Meets and Exceeds) achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will implement differentiated instruction as well as instructional technology for intervention within and outside of the school day. The school will also utilize MAP Growth assessment data to inform intervention and engage stakeholders in goal-setting. Suspension rate (5.7%) is an additional identified area of need. In order to reduce the suspension rate, the school will increase support for positive behavior intervention supports and utilize alternatives to suspension and restorative justice approaches whenever possible.

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

Performance Gaps

The data analysis of the CA State Dashboard Fall 2018, indicate that Students with Disabilities are two performance (Red) colors below "All Students" (Yellow) in the Math state indicator. In order to address this performance gap, the school will implement small group instruction and utilize data from MAP Growth assessments to inform planning of intervention.

Comprehensive Support and Improvement

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

Schools Identified

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

PUC Inspire Charter Academy 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 Inspire Charter Academy 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 Inspire Charter Academy is a single school LEA and was not identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS Annual Credential Report	2018-19 100%	100% APPROPRIATELY ASSIGNED 61% FULLY CREDITIALED

Actions / Services

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

Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$150,000 - LCFF - 1000-1999 Certificated Salaries -	\$150,000 - LCFF - 1000-1999 Certificated Salaries -

<p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Supervision and staffing of instructional program • Efficient Recruitment and Hiring Process. • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. • Focus on Administration support to support EL Learners. 	<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>1300-Administrators \$85,000 - LCFF - 7000-7499 Other - 7400-Shared Cost-Director Talent Management, HR, IT</p>	<p>1300-Administrators \$85,000 - LCFF - 7000-7499 Other - 7400-Shared Cost-Director Talent Management, HR, IT</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
SARC REPORT	2018-19 100% Access	100% ACCESS

Actions / Services

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

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Instructional and supplemental</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchased resources and allocated time to</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - 4200,4300,4350,4370-Instructional Materials and 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-Instructional Materials and Resources for Arts \$5,000 - LCFF - 4000-4999 Books and Supplies - 4100-Textbooks</p>

materials purchased will be aligned to CA Common Core State Standards and the charter petition.
2. Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.

ensure all teachers have proper resources and professional development to acquire resources
Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

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

Annual Measurable Outcomes

	Expected	Actual
Site Inspection Checklist and Repair Log	2018-19 90%/90%/100%	<ol style="list-style-type: none">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.3. School Safety. Completion of required Safety and Emergency Preparedness Drills annually? Yes.4. School Safety. Completion of required Safety and Emergency Preparedness Staff PD? Yes.

Actions / Services

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

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ol style="list-style-type: none"> Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs. All school facilities are maintained and in good repair</p>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - 2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500,5600,5610,5825- Shared Costs for Facilities</p>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - 2200-Staffing \$30,000 - 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 has been implemented for the Facilities team members in order to provide better oversight and accountability.

Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

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

Annual Measurable Outcomes

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

Actions / Services

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

Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1: Math and ELA implemented CCSS for all grades. Teachers participated in Professional Development, trainings and workshops in CA CCSS Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</p>	<p>\$43,100 - LCFF - 1000-1999 Certificated Salaries - 1300,1900-Shared Cost-Superintendents & Aides \$5,000 - LCFF - 7000-7499 Other - 7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - 7400-Data Team Support \$17,000 - LCFF - 7000-7499 Other - 7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - 7400-Information Technology-Produce Professional Development Training</p>	<p>\$43,100 - LCFF - 1000-1999 Certificated Salaries - 1300,1900-Shared Cost-Superintendents & Aides \$5,000 - LCFF - 7000-7499 Other - 7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - 7400-Data Team Support \$17,000 - LCFF - 7000-7499 Other - 7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - 7400-Information Technology-Produce Professional Development Training</p>

Goal 4, Action 2

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

Analysis

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

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

Implementation 1:

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

Implementation 2:

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

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

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 Priorities: 3. Parent involvement

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

Annual Measurable Outcomes

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

Actions / Services

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

Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will provide a minimum of 6 Family Meetings</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2. Family Meetings for 18-19:</p> <p>August 3- welcome! Orientation</p> <p>September 18- Back to School Night</p> <p>Oct. 16-Family Night</p> <p>November 13- Student Led Conferences</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290-Meetings Staff/Parents</p>	<p>\$8,999 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290-Meetings Staff/Parents</p>

	<p>#1 December 5- VAPA Showcase January 29 - Sex Ed Night February 19- Data Night March 19- Student Led Conferences #2 April 23- CAASPP Meeting May 21- VAPA Showcase</p> <p>Sample of workshops for parents through PUC Valley Parent Center: Date: Workshop Topic: 1/23/19 COMPUTER CLASS 2/5/19 PARENT ADVISORY COUNCIL 2/11-2/14/19 LAMC ESL CLASSES 3/19/19 CSUN COLLEGE ROAD MAP 4/2/19 HEALTH WORKSHOP 4/9/19 PARENTING 101 4/10/19 PEER HEALTH EXCHANGE 4/16/19 COLLEGE KNOWLEDGE WORKSHOP</p>		
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Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will invite 2 parents to attend all School Advisory Council Meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL. SAC MEETINGS FOR 2018-19: Oct. 9, 2018 Dec. 4, 2018, Feb. 5, 2019, May 7, 2019</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290-SAC Meetings Staff/Parents</p>	<p>\$8,744 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290-SAC Meetings Staff/Parents</p>

Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1900-PARENT COORDINATOR</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1900-PARENT COORDINATOR</p>

Analysis

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

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

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

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

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal. PUC Valley schools responded to parent requests for a PUC parent center and formed a center guided by a parent advisory panel. Panel surveyed parents to generate core areas for workshops. As such, school modified LCAP in areas of Goal 5, Action 3, and Budget for Action 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal. PUC Valley schools responded to parent requests for a PUC parent center and formed a center guided by a parent advisory panel. Panel surveyed parents to generate core areas for workshops. As such, school modified LCAP in areas of Goal 5, Action 3, and Budget for Action 3.

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 Levels per the State Accountability System.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

	Expected	Actual
CAASPP Statewide Assessment Results	2018-19 Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: ENGLISH LEARNERS: ELA-3%; ORANGE/MATH-0%; ORANGE HISPANIC/LATINO: ELA-37%; ORANGE/MATH-24%; YELLOW SCHOOL WIDE: ELA-36%; ORANGE/MATH-23%; YELLOW SOCIOECONOMIC DISADVANTAGED: ELA-35%; ORANGE/MATH-22%; YELLOW SPECIAL EDUCATION: ELA-9%; RED/MATH-4%; RED

Actions / Services

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

Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of Intervention programs (after school intervention and summer school)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Push in supports</p> <p>Scaffolded directions</p> <p>In class accommodations</p> <p>Small group testing</p> <p>Designated ELD</p> <p>Rosetta Stone</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - 4410-TTM & 50% NWEA MAP</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-Staffing for Outside of Class Intervention</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410-Data Tracking Tools: Illuminate, Schoolzilla</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - 4410-TTM & 50% NWEA MAP</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-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.

The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.

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

Based on 2018 CAASPP State Assessments results and the CA State Dashboard Fall 2018 Report, the actions and services provided are assisting the school to make 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.

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

State Indicators:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities: School will meet the annual API growth target, or equivalent as mandated by the CA State Board of Education

Annual Measurable Outcomes

Expected		Actual
CDE API Report-Changed to California School Dashboard	2018-19 Growth Target to be determined.	CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FALL 2018: 1. CHRONIC ABSENTEEISM: RED 2. SUSPENSION RATE: ORANGE 3. ENGLISH LEARNER PROGRESS: N/A

4. GRADUATION RATE: N/A
5. COLLEGE/CAREER: N/A
6. ENGLISH LANGUAGE ARTS: ORANGE
7. MATHEMATICS: 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
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English Learners and subgroups.</p> <p>Designated ELD</p> <p>Push in supports</p> <p>Scaffolded directions</p> <p>In class accommodations</p> <p>small group testing</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - 1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-ELD Standards Program Professional Development</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - 1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-ELD Standards Program Professional Development</p>

Analysis

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

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

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

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

PD Survey results have a high satisfaction rate, however, D Survey results have a high satisfaction rate. CA School Dashboard Fall 2018 shows Orange for ELA and Yellow for Math, and Orange for Suspension Rate. Based on the available data, the school feels the actions are not adequate and further Root Cause Analysis will be done to determine next steps for 19-20.

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, however, implementation of actions and services for this goal will be monitored on a quarterly basis to check for overall effectiveness. 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
Internal Lexile Data, EAP Results 2018-19 75%	FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR: ENGLISH LEARNERS: ORANGE HSPANIC/LATINO: ORANGE SCHOOL WIDE: ORANGE SOCIOECONOMIC DISADVANTAGED: ORANGE SPECIAL EDUCATION: RED

Actions / Services

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

Goal 8, 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 Provide NEWSELA or other instructional technology for all students	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Instructional technology: Google Classroom TeenBiz, Newsela iReady Listen Wise	\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA or Other Technology Program	\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA or Other Technology Program

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 some growth based on prior years. However, further analysis through Root Cause Analysis will be done to ensure further growth in 19-20.

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:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

Expected

Actual

CELDT Annual Report/Internal Data

2018-19

75% of EL students will advance at least one performance level per academic year.

CELDT 2017-2018: HISPANIC/LATINO: 33%
 SCHOOL-WIDE: 27%
 SOCIOECONOMIC DISADVANTAGED: 32%
 SPECIAL EDUCATION: 45%

Actions / Services

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

Goal 9, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide NEWSELA or other instructional technology for all students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Rosetta Stone</p> <p>Fluency block (12:40-1:20pm) Thurs, Fri- reading club</p> <p>Designated ELD</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA OR OTHER SOFTWARE</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - 4410-NEWSELA OR OTHER SOFTWARE</p>

Analysis

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

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

The school utilized 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.

The actions/services have been effective. Growth occurred in EL performance from one year to the next. 2018 English Learner Progress indicates 61.4% are at Level 4 or Level 3.

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

	Expected	Actual
CELDT Results and Reclassification Matrix	2018-19 Higher than District Average	RECLASSIFICATION RATE 2017-2018: SCHOOL: 15% RECLASSIFICATION RATE LAUSD: 20.1% RECLASSIFICATION RATE

Actions / Services

Goal 10, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the 18-19 school year, the school provided for a stipend for a school site ELD Lead Teacher to provide additional support. 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 STIPEND \$1,500 - LCFF - 4000-4999 Books and Supplies - 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-EXTERNAL ELD TRAININGS</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - 1300-ELD TEACHER LEADER STIPEND \$1,500 - LCFF - 4000-4999 Books and Supplies - 4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-EXTERNAL ELD TRAININGS</p>

Analysis

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

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

School engaged in professional development in ELD Standards.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 11

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

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

- Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Annual Measurable Outcomes

	Expected	Actual
Monthly Attendance Reports	2018-19 >96%	ADA 2018-2019: ENGLISH LEARNERS: 94% HISPANIC/LATINO: 94% SCHOOL WIDE: 94% SOCIOECONOMIC DISADVANTAGED: 94% SPECIAL EDUCATION: 93%

Actions / Services

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

Goal 11, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Personnel/Staffing</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School had a dedicated attendance clerk to ensure adequate reporting of attendance and follow up with families for students having attendance issues.</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - 2100,2400-Support Pay of Classified Staff</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - 2100,2400-Support Pay of Classified Staff</p>

Goal 11, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Attendance Incentives Program</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Schoolwide challenges (i.e. if you have perfect attendance for 1 week/ 2 weeks etc. you earn...) phone calls home to families to connect and find out how we can support parent meetings with families with excessive absences</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - 4350-Attendance Incentives Program</p>	<p>\$2,316 - LCFF - 4000-4999 Books and Supplies - 4350-Attendance Incentives Program</p>

Analysis

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

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

Schoolwide challenges (i.e. if you have perfect attendance for 1 week/ 2 weeks etc. you earn...)
phone calls home to families to connect and find out how we can support
parent meetings with families with excessive absences

School had a dedicated attendance clerk to ensure adequate reporting of attendance and follow up with families fo students having attendance issues.

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 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
Monthly Attendance Reports	2018-19 94% of Students <3 Unexcused Absences	UNEXCUSED ABSENCES 2018-2019: 38% 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
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Personnel/Staffing</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School had a dedicated attendance clerk to ensure adequate reporting of attendance and follow up with families for students having attendance issues.</p>	\$0 - See Goal 11	\$0 - See Goal 11

Goal 12, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	\$0 - See Goal 11	\$0 - See Goal 11

Scope of Service: LEA-wide	Scope of Service: LEA-wide		
Location: All Schools	Location: All Schools		
Attendance Personnel/Staffing	School had a dedicated attendance clerk to ensure adequate reporting of attendance and follow up with families fo students having attendance issues.		

Analysis

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

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

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

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

Although the strategies implemented 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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	<p>2018-19 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</p>	<p>2018-2019: 78.3% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.</p>

Actions / Services

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

Goal 13, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ol style="list-style-type: none"> 1. Social Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> o Family Support Meetings o Incentives o Student and Family Engagement 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students and families have access to Clinical Counseling Services. All families have access to Family Support Team meetings.</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - 1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - 4300-Social Emotional Interventions</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - 1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - 4300-Social Emotional Interventions</p>

Analysis

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

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

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

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

The actions/services provided have somewhat effective, however, more analysis of why students are not returning will be needed to further refine actions and services for 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.

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 2% of students.
Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.

- Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

CALPADS**2018-19**

≤ 2%

SUSPENSION RATES 2018-2019; CA DASHBOARD FALL 2018:
 ENGLISH LEARNERS: 1%; GREEN
 HISPANIC/LATINO: 1%; ORANGE
 SCHOOL WIDE: 1%; ORANGE
 SOCIOECONOMIC DISADVANTAGED: 0%; ORANGE
 SPECIAL EDUCATION: 3%; 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 14, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Social-Emotional Learning.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Development in 18-19: PBIS training for teachers during monthly meetings.</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - 2200,2400-Shared Costs-Discipline Unit</p> <p>\$6,000 - LCFF - 4000-4999 Books and Supplies - 4300-Materials</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5860-Instructional Consultants</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - 2200,2400-Shared Costs-Discipline Unit</p> <p>\$6,000 - LCFF - 4000-4999 Books and Supplies - 4300-Materials</p> <p>\$5,000 - 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 continues training on Social-emotional Learning (SEL) such as Bully Prevention and Restorative Justice. 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.

Overall the actions have been effective except for SPED subgroup which are a 3% Suspension. In order to continue to ensure growth, the school will continue to engage in training on restorative justice and alternatives to suspension.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings. 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
CALPADS	2018-19 <u>≤ 1%</u>	EXPULSION RATES 2018-2019: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%

Actions / Services

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

Goal 15, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Training for teachers, Leaders, and families in Restorative Justice and Relational Interventions, Bully Intervention.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional Development in 18-19: PBIS training for teachers during Site Days, Tuesday PD, monthly meetings. Advisory Curriculum</p>	<p>\$0 - See Goal 14</p>	<p>\$0 - See Goal 14</p>

Analysis

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

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

School continues training on Social-emotional Learning (SEL) such as Bully Prevention and Restorative Justice. 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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings. 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%.

Update 17/18: Follow State local indicator process for accountability.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Student and Family Survey	2018-19 Average approval rating of a \geq Level 3	ANNUAL STAKEHOLDER SATISFACTION SURVEY: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 39% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 63%

Actions / Services

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

Goal 16, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Activities:</p> <ul style="list-style-type: none"> • Parent Orientation • Back to School Night • Student Led Conferences • Celebration of learning • School Advisory Council meeting • Coffee with the principal • Parent Meetings/Committees • Family Nights • Content Nights <p>Training for Leaders on Parent Engagement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School provided the following parent engagement activities:</p> <ul style="list-style-type: none"> • Parent Orientation • Back to School Night • Student Led Conferences • Celebration of learning • School Advisory Council meeting • Coffee with the principal • Parent Meetings/Committees • Family Nights • Content Nights <p>In addition, Leaders received training on engaging families. PDs and presentations were developed for leaders to present to families: LCAP School Success Plan Foster/Homeless Youth ELPAC/English Learners In addition, leaders developed events around: Student Led Conferences Math/Literacy Night Goal Setting</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-Conferences for Leaders</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200-Conferences for Leaders</p>

Analysis

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

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

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

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

School is meeting its goal and believes actions are appropriate

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Measurable Outcomes

Expected	Actual
Course Offerings, Student Master 2018-19 Schedule 100% Access	COURSE ACCESS: 100%

Actions / Services

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

Goal 17, Action 1

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

Analysis

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

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

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with actions in order to meet the goal. We will continue with actions and services for this goal in New Goal #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
Intervention, Master Schedule, RTI	2018-19 100% of identified student in need	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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school provided intervention programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning. Instructional Technology Utilized for Math and/or ELA: iMath Zeal Rosetta Stone K-12 Push in supports Scaffolded directions In class accommodations small group testing</p>	<p>\$0 - See Goal 6 and Goal 7</p>	<p>\$0 - See Goal 6 and Goal 7</p>

Analysis

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

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

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

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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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?

October 30, 2018 and 5/16/19 SAC meeting 8/23/18 Back to School Night. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with current year LCAP and ask questions.

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

May 13, 2019: Chief Financial Officer, School Principal, and Compliance Director met to review LCAP Budget for 19-20.

May 31, 2019: Site Advisory Council LCAP Stakeholder Input Meeting

The school hosted a School Advisory Council focused on LCAP and Annual Update. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection question: What, if any, recommendations do you have for changes to these goals?

June 5, 2019-- Superintendent Review of Stakeholder Feedback

The PUC Superintendent analyzed stakeholder feedback gathered from May 31 meeting. Superintendent considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Superintendents also planned to engage stakeholders at the next opportunity by summing up the themes of this input and next steps based on stakeholder recommendations.

June 12, 2019- The school's Board of Directors reviewed and approved the LCAP.

Impact on LCAP and Annual Update

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

Stakeholder feedback from the May 30, 2019 LCAP Stakeholder meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting: well qualified teachers, student growth and achievement, parent engagement, and support for English Learners. Participants expressed support for proposed changes and identified progress and areas of need.

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Local Priorities: 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 text box]

Location(s):

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

[Empty text box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Modified Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 1300-Administrators	1000-1999 Certificated Salaries; 1300-Administrators	1000-1999 Certificated Salaries; 1300-Administrators
Amount	\$0	\$0	\$30,000
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
		<ul style="list-style-type: none"> • Efficient Recruitment and Hiring Process. • All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$85,000
Source			LCFF
Budget Reference			7000-7499 Other; 7400-Shared Cost-Director Talent Management, HR, 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-levelled materials, and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Goal 2, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Unchanged Action	Unchanged Action	Unchanged Action
<p>1. Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</p> <p>2. Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p>1. Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</p> <p>2. Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p>1. Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</p> <p>2. Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$122,400	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4200,4300,4350,4370-Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; 4200,4300,4350,4370-Instructional Materials and Resources for Arts	4000-4999 Books and Supplies; 4200,4300,4350,4370-Instructional Materials and Resources for Arts
Amount	\$15,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4100-Textbooks	4000-4999 Books and Supplies; 4100-Textbooks	4000-4999 Books and Supplies; 4100-Textbooks
Amount	\$0	\$0	\$5,000
Source			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

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

2018-19

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

Unchanged Action

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

2019-20

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

Unchanged Action

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 2200-Staffing	2000-2999 Classified Salaries; 2200-Staffing	2000-2999 Classified Salaries; 2200-Staffing
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5500,5600,5610,5825-Shared Costs for Facilities Associate	5000-5999 Services and Other Operating Expenses; 5500,5600,5610,5825-Shared Costs for Facilities Associate	5000-5999 Services and Other Operating Expenses; 5500,5600,5610,5825-Shared Costs for Facilities Associate
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:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Scope and Sequence, Agendas, sign-ins and surveys	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the 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 Development, trainings and workshops anchored in CA CCSS.
- Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

2017-18

2018-19

2019-20

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

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, trainings 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, trainings 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, trainings and workshops anchored in CA CCSS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; 5200-CCSS PROFESSIONAL DEVELOPMENT FOR TEACHERS	5000-5999 Services and Other Operating Expenses; 5200-TRAVEL AND CONFERENCES
Amount	\$0	\$0	\$13,428
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: Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

Identified Need:

100% parent access to opportunities 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)

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 provide a minimum of 6 Family Meetings

2018-19

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

Unchanged Action

School will provide a minimum of 6 Family Meetings

2019-20

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

Unchanged Action

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	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-PARENT ENGAGEMENT
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-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; 5290-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; 5290-SAC 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 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:

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

2018-19

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

PUC Parent Center will provide education workshops for parents in core areas of college knowledge,

2019-20

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

PUC Parent Center will provide education workshops for parents in core areas of college knowledge,

technology, and parenting, along with wellness and other enrichment offerings.

technology, and parenting, along with wellness and other enrichment offerings.

Budgeted Expenditures

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

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1 Growth in reading comprehension each year	18-19 Lexile Data.			School-wide: +82 Lexile English Learners: 94.86 for all sub-groups
Outcome #2: Percentage of students performing at or above proficiency on CAASPP mathematics assessment	<p>School-wide: CAASPP 17-18 Level of Performance</p> <p>English Learners: CAASPP 17-18 Level of Performance</p> <p>Low-Income: CAASPP 17-18 Level of Performance</p> <p>Foster Youth: CAASPP 17-18 Level of Performance</p> <p>SPED: CAASPP 17-18 Level of Performance</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>African-American:</p> <p>CAASPP 17-18 Level of Performance</p> <p>Latino:</p> <p>CAASPP 17-18 Level of Performance</p>			
Outcome #3: Increased percentage of students at/above proficiency on CAASPP ELA assessment	<p>School-wide:</p> <p>CAASPP 17-18 Level of Performance</p> <p>English Learners:</p> <p>CAASPP 17-18 Level of Performance</p> <p>Low-Income:</p> <p>CAASPP 17-18 Level of Performance</p> <p>Foster Youth:</p> <p>CAASPP 17-18 Level of Performance</p> <p>SPED:</p> <p>CAASPP 17-18 Level of Performance</p> <p>African-American:</p> <p>CAASPP 17-18 Level of Performance</p> <p>Latino:</p> <p>CAASPP 17-18 Level of Performance</p>			<p>School-wide:</p> <p>1% Increase above baseline</p> <p>English Learners:</p> <p>2% Increase above baseline</p> <p>Low-Income:</p> <p>2% Increase above baseline</p> <p>Foster Youth:</p> <p>2% Increase above baseline</p> <p>SPED:</p> <p>1% Increase above baseline</p> <p>African-American:</p> <p>1% Increase above baseline</p> <p>Latino:</p> <p>1% Increase above baseline</p>
Outcome #4: Percentage of	17-18 baseline			1% increase above

EL students advancing at least one performance level on the ELPAC				baseline.
Outcome #5: Increase percentage of EL students (Fall 1) reclassification rate annually	17-18 baseline			1% increase above baseline.

Planned Actions / Services

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

Goal 6, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4100 - Books other than textbooks; Instructional materials and supplies
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 Tool; Illuminate; Schoolzilla
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; 1100-3600 Outside Class Intervention

Amount	\$0	\$0	\$2,500
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 6, Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated professional development for English Language 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:

Action

2018-19

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

Action

2019-20

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

Unchanged Action
Provide NEWSELA or other instructional technology for all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies;

			4100 - NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4410 - NWEA (50%)

Goal 6, Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	Unchanged Action
		ELD standards professional development through ELD teacher leaders using ELD

curriculum and/or external ELD training.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$4,500
Source			LCFF
Budget Reference			; 1300 - ELD Teacher Leader Stipend
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4300 - ELD Curriculum
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5200 - External ELD Training
Amount	\$0	\$0	\$900
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 6, Action 5

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

Students to be Served:

Location(s):

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

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 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	\$75,800
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; 2000 - Intervention and Academic Support Staff
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; 2000 - College Counselor 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 Allowance (ADA) rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome #1: The school will maintain \geq 96% average daily allowance (ADA).	17-18 Baseline.			96% ADA
Outcome #2: Percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually.	17-18 BASELINE			1% decrease from baseline.

Planned Actions / Services

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

Goal 7, Action 1

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

Students to be Served:

Location(s):

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

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries;

			2100-2400 - Classified Staff
Amount	\$0	\$0	\$36,867
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 130/1900 Clinical Counseling Team (Shared)
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			; 5000 - Homeless Support
Amount	\$0	\$0	\$17,373
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)

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
		Attendance incentive programs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,000
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:

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

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 student surveys with a minimum response rate of 50%	ANNUAL STAKEHOLDER SATISFACTION SURVEY: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 39% STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 63%			STUDENT SURVEY: Positive Result: 80% Response Rate: 50% FAMILY SURVEY: Positive Result: 80% Response Rate: 50%
Outcome #2: The school will reduce suspension rate to	SUSPENSION RATES 2018-2019; CA DASHBOARD FALL 2018: ENGLISH LEARNERS: 1%; GREEN HISPANIC/LATINO: 1%; ORANGE SCHOOL WIDE: 1%; ORANGE SOCIOECONOMIC DISADVANTAGED: 0%; ORANGE SPECIAL EDUCATION:			Schoolwide: <3% English Learners: <3% Low-income: <3% Foster Youth: <3% SPED: <3% African American: <3% Latino Students: <3%

	3%; YELLOW			
Outcome #3: Less than or equal to 1% students will be expelled.	EXPULSION RATES 2018-2019: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%			Schoolwide: 1% English Learners: 1% Low-income: 1% Foster Youth: 1% SPED: 1% African American: 1% Latino Students: 1%
Outcome #4: End of year report from Power School for MS: Retention rate > 90% returning 6th/7th grade students.	2018-2019: 78.3% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.			MS: 90% of the 7th & 8th grade classes will be comprised of students who were enrolled at school the prior academic year

Planned Actions / Services

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

Goal 8, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

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 interventions, and SEL.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$16,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2200 - 2400 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	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5860 - Instructional Consultant: No Bully
Amount	\$0	\$0	\$3,200
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 8, Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		Parent Engagement Activities: <ul style="list-style-type: none"> • Parent Orientation • Student-led conferences • Back-to-school night • Celebration of learning • School Advisory Council Meeting • Parent Meetings/ Committee • Family nights • Content Nights

Budgeted Expenditures

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

Goal 8, Action 3

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

Students to be Served:

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

Location(s):

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$37,143
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; 1300/1900 - Clinical Counseling
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4300 - Social Emotional Intervention

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$823,035

Percentage to Increase or Improve Services:

31.96%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$788,483

Percentage to Increase or Improve Services:

32.27%

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 LCFE 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 **85.0%** 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 Inspire Charter Academy's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's

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

Specifically, the PUC Inspire Charter Academy is providing resources to:

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$717,692

Percentage to Increase or Improve Services:

32.48%

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

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

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

The details of the action and services and expenditures of the Supplemental and Concentration grant funds are articulated in this plan. These include teacher and administrative recruitment and development, intervention programs, social/emotional supportive programs, strategic professional development, data tracking, programs, and software to better serve all our students including low income, Foster Youth, and English Learner population. Additionally, funds support parent engagement, parent education, as well as stakeholder involvement support and

resources. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional actions and services that support identified English Language Learners. Finally, students with IEPs who are also low-income, foster youth and English learners will receive stated support.

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Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$736,700	\$738,759	\$907,367
1000-1999 Certificated Salaries	264,744	264,744	277,510
2000-2999 Classified Salaries	136,806	136,806	208,722
3000-3999 Employee Benefits	0	0	74,557
4000-4999 Books and Supplies	131,650	131,966	134,650
5000-5999 Services and Other Operating Expenses	62,500	64,243	70,928
7000-7499 Other	141,000	141,000	141,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$736,700	\$738,759	\$907,367
LPSBG	0	0	10,000
Federal Revenues - Title I	0	0	113,443
Federal Revenues - Title II	0	0	13,428
Federal Revenues - Title IV	0	0	10,000
LCFF Base/Not Contributing to Increased or Improved Services	724,200	725,943	141,000
LCFF S & C/Contributing to Increased or Improved Services	12,500	12,816	619,496

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	\$736,700	\$738,759	\$907,367
1000-1999 Certificated Salaries	LPSBG	0	0	2,500
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	37,143
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	260,244	260,244	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,500	4,500	232,867
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	75,800
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	136,806	136,806	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	130,922
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	74,557
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	125,150	125,150	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	6,500	6,816	126,650
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	500
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	0	13,428
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	61,000	62,743	0

5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	1,500	1,500	54,500
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	141,000	141,000	141,000

Expenditures by Goal and Funding Source

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

All Funding Sources		\$265,000
LCFF Base/Not Contributing to Increased or Improved Services		85,000
LCFF S & C/Contributing to Increased or Improved Services		180,000

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

All Funding Sources		\$98,000
LPSBG		5,000
Federal Revenues - Title IV		8,000
LCFF S & C/Contributing to Increased or Improved Services		85,000

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		\$98,306
LCFF S & C/Contributing to Increased or Improved Services		98,306

- 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		\$74,928
LPSBG		2,500

Federal Revenues - Title II	13,428
LCFF Base/Not Contributing to Increased or Improved Services	56,000
LCFF S & C/Contributing to Increased or Improved Services	3,000

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

All Funding Sources	\$30,100
Federal Revenues - Title I	500
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	\$161,450
LPSBG	2,500
Federal Revenues - Title I	75,800
Federal Revenues - Title IV	2,000
LCFF S & C/Contributing to Increased or Improved Services	81,150

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

All Funding Sources	\$106,240
LCFF S & C/Contributing to Increased or Improved Services	106,240

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

All Funding Sources	\$73,343
Federal Revenues - Title I	37,143
LCFF S & C/Contributing to Increased or Improved Services	36,200

Annual Update Expenditures by Goal and Funding Source

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

All Funding Sources	\$235,000	\$235,000
LCFF Base/Not Contributing to Increased or Improved Services	235,000	235,000

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

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

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

All Funding Sources	\$85,806	\$85,806
LCFF Base/Not Contributing to Increased or Improved Services	85,806	85,806

- 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	\$27,743
LCFF Base/Not Contributing to Increased or Improved Services	26,000	27,743

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 Levels per the State Accountability System.

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

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

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

State Indicators:

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

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

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

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

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

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

EL students will be reclassified as Fluent English Proficient annually.

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 per the California School Dashboard.

- Chronic Absenteeism

All Funding Sources	\$52,000	\$52,316
LCFF Base/Not Contributing to Increased or Improved Services	50,000	50,000
LCFF S & C/Contributing to Increased or Improved Services	2,000	2,316

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

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

- Chronic Absenteeism

All Funding Sources	\$0	\$0
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School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

All Funding Sources	\$37,144	\$37,144
LCFF Base/Not Contributing to Increased or Improved Services	37,144	37,144

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

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

- Suspension Rate (K-12)

All Funding Sources	\$27,000	\$27,000
LCFF Base/Not Contributing to Increased or Improved Services	27,000	27,000

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

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

Update 17/ 18: Follow State local indicator process for accountability.

All Funding Sources	\$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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