

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	PUC Milagro Charter
CDS code:	19647330102426
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	\$ 3,059,319
LCFF supplemental & concentration grants	\$ 767,024
All other state funds	\$ 740,192
All local funds	\$ 13,119
All federal funds	\$ 306,950
Total Projected Revenue	\$ 4,119,580

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 4,111,044
Total Budgeted Expenditures in LCAP	\$ 887,033
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 887,033
Expenditures not in the LCAP	\$ 3,224,011

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 729,506
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 729,506

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 that are not included in the LCAP are operating expenses that include lease payments, salaries for certificated and classified staff
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC Milagro Charter

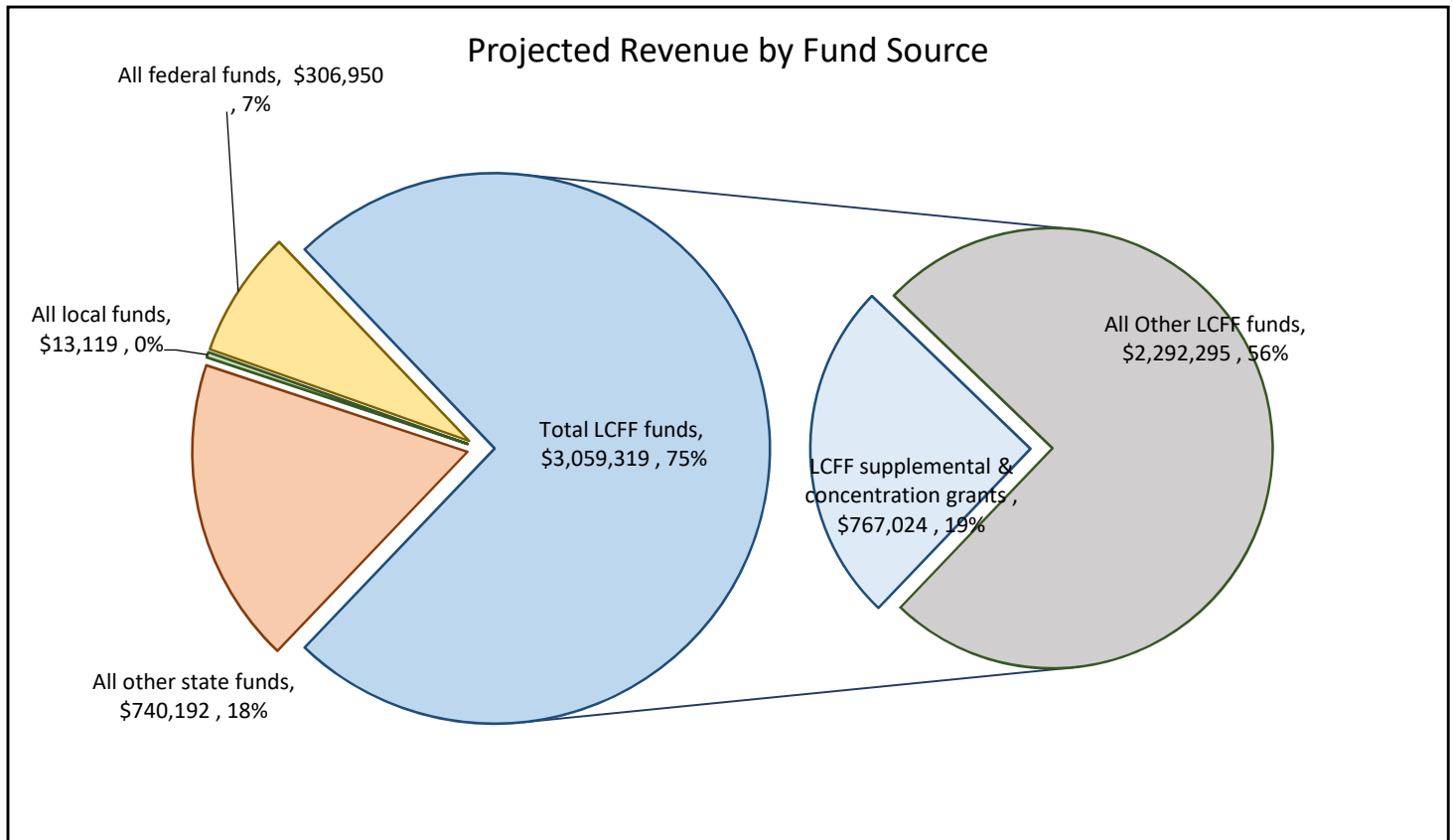
CDS Code: 19647330102426

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

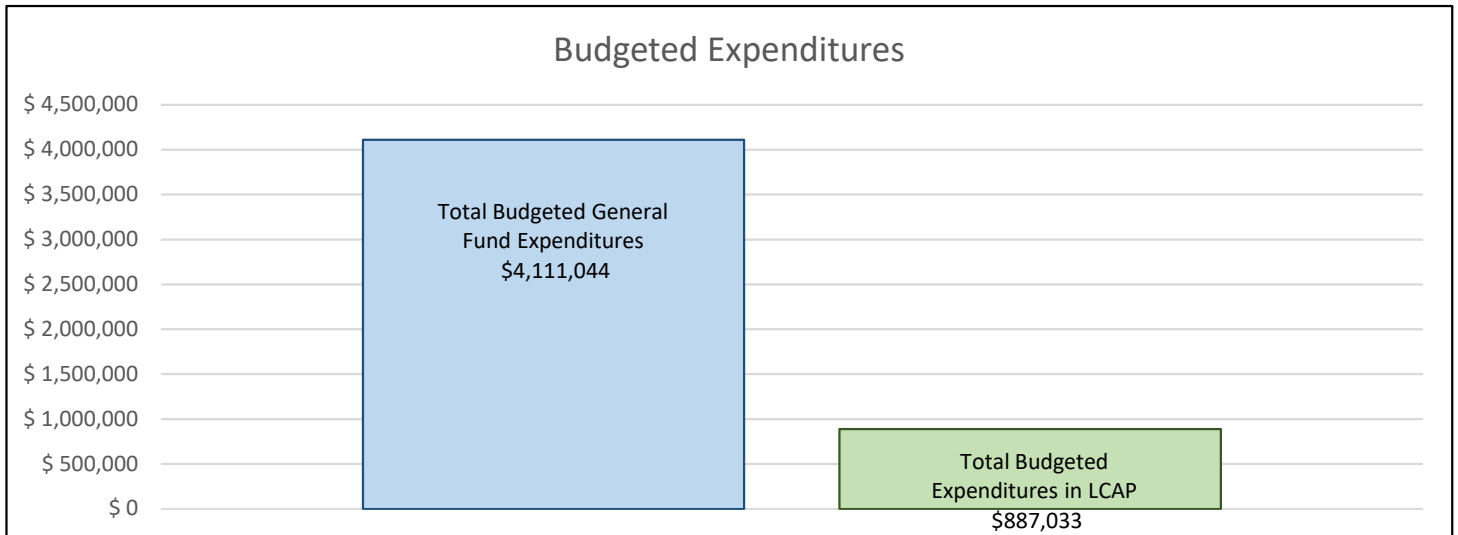


This chart shows the total general purpose revenue PUC Milagro Charter expects to receive in the coming year from all sources.

The total revenue projected for PUC Milagro Charter is \$4,119,580.00, of which \$3,059,319.00 is Local Control Funding Formula (LCFF), \$740,192.00 is other state funds, \$13,119.00 is local funds, and \$306,950.00 is federal funds. Of the \$3,059,319.00 in LCFF Funds, \$767,024.00 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 Milagro Charter plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

PUC Milagro Charter plans to spend \$4,111,044.00 for the 2019-2020 school year. Of that amount, \$887,033.00 is tied to actions/services in the LCAP and \$3,224,011.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

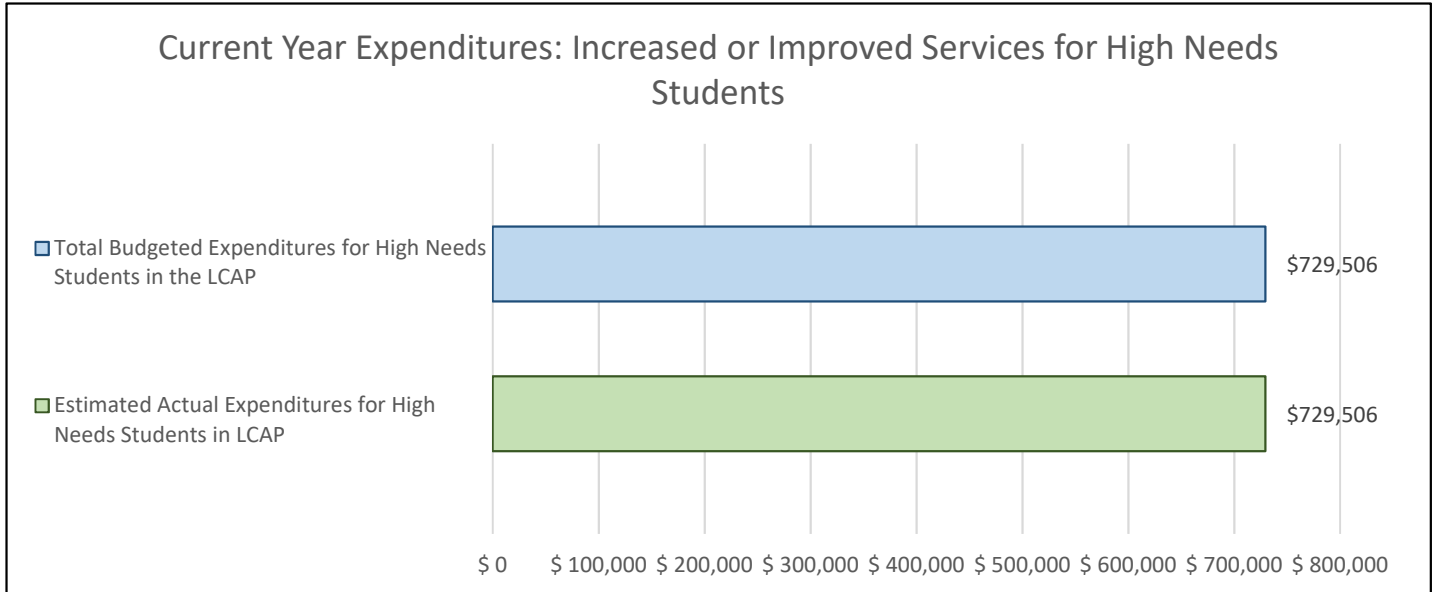
The General Fund Budget Expenditures for the LCAP Year that are not included in the LCAP are operating expenses that include lease payments, salaries for certificated and classified staff

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

In 2019-2020, PUC Milagro Charter is projecting it will receive \$767,024.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Milagro Charter 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 Milagro Charter plans to spend \$887,033.00 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 Milagro Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC Milagro Charter 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 Milagro Charter 's LCAP budgeted \$729,506.00 for planned actions to increase or improve services for high needs students. PUC Milagro Charter estimates that it will actually spend \$729,506.00 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	Contact Name and Title	Email and Phone
PUC Milagro Charter	Gerard Montero Compliance Director	g.montero (818) 559-7699 1438

2017-20 Plan Summary

The Story

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

PUC Milagro 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 Milagro Charter was founded in 2004 in the Northeast Los Angeles area. As of February 2019, 95.82% of PUC Milagro Charter's students are Hispanic, and 1.05% are Asian. 11.50% of the student population is served by the Special Education program, and 15.53% of students are identified English Learners (ELs) and 25.44% are Reclassified Fluent English Proficient (RFEP). 87.11% of families qualify for free or reduced lunch. About 33.45% of parents have taken some college coursework or Associate's degree, and 4.88% 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 continued to use internal diagnostic benchmarks for all grade levels in Reading and Math. 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.

Our professional development focus continues to be on:

1. Culturally Relevant Teaching in order to support rigor and relationships in our school through mindful engagement,
2. Data analysis to ensure growth for all students and subgroups,
3. Schoolwide goals of:
 1. Engagement Reflection:
 - o 4.1: Engage in critical reflection, constantly revising practice to increase effectiveness.
 - o A: Accuracy
 2. Student Engagement: 3.2 Facilitates Lessons
 - o B) Cognitive Level of Student Learning Experiences,
4. English Language Development Standards and Instruction under direction of our English Learner Coordinator.

This year we continue with the social emotional learning focus of "mindfulness." We continue with "Kindness Matters" and "Developing Mindful Scholars" programs in order to support the growth of the whole child and positive school culture. Teachers continue to develop an understanding of five research-based social emotional competencies. Students participate in yoga with a trained yoga youth specialist once a week for 20 minutes. Students are taught exercises to help them stay not only physically fit but, more importantly how to have a "calm" brain and heart. The language used during yoga is also used during class. Students are reminded by the teacher and their peers to have a "calm brain" and a "calm heart". This short message is used to remind them of all the mindful techniques they have learned to make positive choices and persevere through challenges.

Students with identified needs in the area of "social imagination" receive support through Social Mapping. The Social Mapping technique allows students to work one-on-one with an adult to understand a problem or mistake through drawing out what happened in order to understand how others felt and determine possible solutions. Social Thinking groups are used to support students who have been identified as needing more intense social emotional support. In these groups, students develop a common language to understand and process their feelings, and learn strategies for supporting themselves when they feel challenged or in conflict.

PUC Milagro continues to set strategic objectives for ELA and Math Proficiency at above 70%. 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 Fall 2018 data reported on the CA Dashboard, Milagro reached high levels of achievement in ELA and Math with an overall "Green" in both areas and on the SBAC English Language Arts 57.75% of students were "Meets

or Exceeds" and on the SBAC Math 57.04% scored "Meets or Exceeds." PUC Milagro also achieved a 0% Suspension rate. 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 data from 2018-2019 shows strong satisfaction as evidenced by level 4.30 on a five-point scale. Student satisfaction also remained high, earning a 3.7 on a four-point scale. We also noted that expulsion remained at a low rate.

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

Greatest Needs

Of the data provided on the Fall 2018 CA State Dashboard, the school has identified English Learner Progress (27.5% Level 4 or Well Developed) as an area of greatest need, which is also aligned to our LCAP goals. In order to support our English Learners' language development, the school will continue to develop integrated and designated English Language Development in accordance with its EL Master Plan.

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 school has no performance gaps based on the Fall 2018 CA State Dashboard.

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 Milagro 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 Milagro 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 Milagro 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 100% FULLY CREDENTIALLED

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	\$85,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of	\$85,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supervision and staffing of instructional program Efficient Recruitment and Hiring Process</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Human Resource department ensured proper hiring and placement of credentialed teachers.</p>	<p>Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups. \$150,000 - LCFF - 1000-1999 Certificated Salaries - 1300 - Administrators</p>	<p>Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups. \$150,000 - LCFF - 1000-1999 Certificated Salaries - 1300 - Administrators</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.

At 100%, Human Resource department was highly effective in hiring and placing of credentialed teachers.

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	2018-19 100%	100% ACCESS

Actions / Services

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

Goal 2, Action 1

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

<p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition</p>	<p>Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition</p>	<p>- Textbooks</p>	<p>- Textbooks</p>
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Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: 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> <p>Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing.</p> <p>Operating costs of facilities</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>Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs.</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>

Goal 3, 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>Resurfacing of playground.</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>Resurfacing of playground did not occur. Funding was encumbered. Action to be done in the 19-20 school year.</p>	<p>\$40,000 - LCFF - 6000-6999 Capital Outlay - 6200-Resurfacing Playground</p>	<p>\$0 - LCFF - 6000-6999 Capital Outlay - 6200-Resurfacing Playground</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.

.This is expected to be spent in FY19-20 School Year.

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 Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
- 100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and classroom differentiation.

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, Agends, 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
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	\$40,000 - LCFF - 1000-1999 Certificated Salaries - (supplemental) 1300, 1900 (Shared COSTS- Superintendents and their	\$40,000 - LCFF - 1000-1999 Certificated Salaries - (supplemental) 1300, 1900 (Shared COSTS- Superintendents and their

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in school-wide Professional Development, trainings and workshops anchored in CA CCSS, NGSS, and ELD Standards.</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>aides. \$5,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of materials \$15,000 - LCFF - 7000-7499 Other - 7400 School information services \$15,000 - LCFF - 7000-7499 Other - 7400 information Technology \$15,000 - LCFF - 7000-7499 Other - 7400 Produce Professional Development Trainings \$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (Supplemental/Concentration) 5200 Travel and Conferences \$5,000 - LCFF - 4000-4999 Books and Supplies - 4200 (supplemental) \$12,000 - LCFF - 1000-1999 Certificated Salaries - 1160 Staffing (Subs)</p>	<p>aides. \$5,000 - LCFF - 7000-7499 Other - 7400 covers shared cost of materials \$15,000 - LCFF - 7000-7499 Other - 7400 School information services \$15,000 - LCFF - 7000-7499 Other - 7400 information Technology \$15,000 - LCFF - 7000-7499 Other - 7400 Produce Professional Development Trainings \$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (Supplemental/Concentration) 5200 Travel and Conferences \$5,000 - LCFF - 4000-4999 Books and Supplies - 4200 (supplemental) \$12,000 - LCFF - 1000-1999 Certificated Salaries - 1160 Staffing (Subs)</p>
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Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in PUC-wide Professional Development, trainings and</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 2: Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS.</p>	<p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental) 5200</p>	<p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental) 5200</p>

workshops anchored in CA Standards.

Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.

Analysis

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

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

Implementation 1:

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

Implementation 2:

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Professional development will continue to grow and improve in order to meet this goal, based on needs arising from achievement data in addition to the needs of the staff and leaders.

We will continue to seek ways to expand opportunities for outside professional development for our teachers.

Goal 5

Parents will attend a minimum of 6 family events

Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.

School will provide Parent Engagement Workshops

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

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

Annual Measurable Outcomes

Expected		Actual
Family Meeting Agendas and sign-ins, Site Advisory Council Agenda and sign-ins	2018-19 6 Family Meetings Minimum 2 parents on school advisory council 3 Parent Engagement Workshops.	1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS. 2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 25 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES. 3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.

Actions / Services

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

Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide a minimum of 6 Family Meetings <ul style="list-style-type: none"> • Social Media/Technology Based 	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools FAMILIES HAD AN OPPORTUNITY TO ATTEND VARIOUS FAMILY MEETINGS AND PARENT ACTIVITIES.	\$7,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 - Staff/ Parent Meetings	\$7,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 - Staff/ Parent Meetings

<p>Outreach systems and Maintenance Staffing</p> <ul style="list-style-type: none"> • Family Reading and Sharing Resources and Supplies • Family Workshops (school-based and PUC Wide) • Teacher stipend for Descriptive Summative Reports and One-on-one Conferences • Weekly Communication Supplies • NTI System Costs 	<p>Aug 15- Welcome Back to School Event Oct 25- "A Day in the Life of a Milagro Student" Back to School Night Dec 13- Winter Wonderland April 11- Celebration of Learning May 17- Talent Show May 30- Art Night</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.</p> <p>November 6 (September/October SAC) - LCFF/LCAP: Purpose, goals, and actions items were reviewed. Discussed how monies are allocated - LCAP Plan was reviewed and updates on key items accomplished (laptop cart, inclusion assistant) Parents asked about student attendance and parent participation. Shared possible ways to energize parent participation: Thursday PARENT selfie posted on Bloomz, teacher shout outs on Bloomz, Parent to parent invites January 29 (November/ December SAC)</p>	<p>\$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 - Staff/Parents Meetings</p>	<p>\$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5290 - Staff/Parents Meetings</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>Parent Engagement and Behavior Intervention Services Manager will incorporate parent input into the design of a Parent Engagement Workshop plan.</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 - 1300-1900- PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries - 2100 - Staffing</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - 1300-1900- PARENT ENGAGEMENT AND INTERVENTION SERVICES MANAGER</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries - 2100 - Staffing</p>

Analysis

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

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

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

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

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Goal 6

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

Update 17-18 :

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

Annual Measurable Outcomes

Expected		Actual
CA ASPP Statewide Assessment Results	2018-19 Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: ENGLISH LEARNERS: ELA-10%; YELLOW/MATH-40%; GREEN HISPANIC/LATINO: ELA-58%; GREEN/MATH-57%; GREEN SCHOOL WIDE: ELA-58%; GREEN/MATH-57%; GREEN SOCIOECONOMIC DISADVANTAGED: ELA-57%; GREEN/MATH-57%; GREEN SPECIAL EDUCATION: ELA-33%; N/A/MATH-47%; N/A

Actions / Services

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

Goal 6, Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Multi-Leveled Classroom Library Books for each Classroom - \$12,000 (\$1,000 per classroom)</p> <p>Math Manipulatives - \$1800 (\$100 per classroom- plus \$600 for inclusion)</p> <p>Total \$13,800</p> <p>Implementation of Intervention program/conferences based on assessment data</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>IMPLEMENTATION OF INTERVENTION PROGRAM/CONFERENCES BASED ON ASSESSMENT DATA:</p> <ul style="list-style-type: none"> • Small Group Intervention during ELA and Math instruction • One-on-One Conferencing during ELA and Math instruction • Inclusion Team Push-in Support for both students with IEPs and students with demonstrated needs during core instructions • Inclusion Team Pull-Out for both students with IEPs and students with demonstrated needs during non-core instruction • Afterschool Tutoring by General Education Teachers from March-June 	<p>\$13,800 - LCFF - 4000-4999 Books and Supplies - 4200/4300 Books other than textbooks and Instructional Materials</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-3600 (staffing for outside of class intervention)</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410 (data tacking tools- Illuminate, Schoolzilla</p>	<p>\$13,800 - LCFF - 4000-4999 Books and Supplies - 4200/4300 Books other than textbooks and Instructional Materials</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1100-3600 (staffing for outside of class intervention)</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies - 4410 (data tacking tools- Illuminate, Schoolzilla</p>

Analysis

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

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

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

Resources used to provide intervention.

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

CA School Dashboard results for academic indicator are green for Math and ELA, showing the school is meeting or exceeding target for state assessments.

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.

Continue with refinement of the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

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 Sate Accountability System.

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

English language arts (3-8)

Mathematics (3-8)

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities: Specify

Annual Measurable Outcomes

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

Actions / Services

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

Goal 7, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	\$0 - SEE GOAL 6	\$0 - SEE GOAL 6

SEE GOAL 6

See Goal 6.

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.

See Goal 6.

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

See Goal 6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goal 6.

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.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 8

Students are on track to be college and career ready.

- 75% of students will achieve grade-level Lexile equivalent by the end of the school year.

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

Actions / Services

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

Goal 8, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Thinking Texts library</p> <p>Comprehension Support Resources</p> <p>Literacy Studio Instructional Resources</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 purchased the following in support of student achievement:</p> <p>Thinking Texts library</p> <p>Comprehension Support Resources</p> <p>Literacy Studio Instructional Resources</p>	<p>\$18,000 - LCFF - 4000-4999 Books and Supplies - (Supplemental) (4200/4300) Books other than textbooks and Instructional Materials</p>	<p>\$18,000 - LCFF - 4000-4999 Books and Supplies - (Supplemental) (4200/4300) Books other than textbooks and Instructional Materials</p>

Analysis

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

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

The school utilized Resources to support Reading Comprehension and Lexile Growth.

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

The school received "Green" on the CA Dashboard ELA results for Fall 2018 school-wide. However, English Learner subgroup received a "Yellow." Based on the CA Dashboard data analysis, the school will focus additional support to the EL subgroup in the 19-20 school year.

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 use Newsela or other instructional technology for the coming year.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 9

EL students will advance at least one performance level per 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

CELT results and Reclassification 2018-19

Matrix

Higher than the District average

Advance at least one performance level per the CELDT/ELPAC

Percent of English Learners who moved up one or more levels on CELDT 2017-18:

HISPANIC/LATINO: 61%

SCHOOL-WIDE: 62%

SOCIOECONOMIC DISADVANTAGED: 61%

SPED: 64%

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 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>SEE GOAL 8</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>Milagro provided students with both Integrated and Designated English Language Development instruction. The instructional program works to develop the students ability to use language as a tool for expressing their critical and creative thinking skills with broad audiences and for diverse purposes. The core mission of Milagros instructional program, for students whose primary language was not English, is to</p>	<p>\$0 - SEE GOAL 8</p>	<p>\$0 - SEE GOAL 8</p>

see their gift of bilingualism not as a deficit, but rather an asset in becoming college, career, and community ready. Students are assessed to determine their language development needs using the state language examine (ELPAC) and internal benchmark assessments. This data is then use to provide both differentiated and supplemental instruction to support the learners growth and academic success.

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.

Milagro provided students with both Integrated and Designated English Language Development instruction. The instructional program works to develop the students ability to use language as a tool for expressing their critical and creative thinking skills with broad audiences and for diverse purposes. The core mission of Milagros instructional program, for students whose primary language was not English, is to see their gift of bilingualism not as a deficit, but rather an asset in becoming college, career, and community ready. Students are assessed to determine their language development needs using the state language examine (ELPAC) and internal benchmark assessments. This data is then use to provide both differentiated and supplemental instruction to support the learners growth and academic success.

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

CA School Dashboard for Fall 2018 did not have data for English Learner Progress. However, the school will continue focus on reading comprehension and integrated and designated supports for English Learners

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 integrated and designated supports for English Learners.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

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.

State Indicator:

English Learner Progress (K-12)

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 17-18: SCHOOL: 42% RECLASSIFICATION RATE LAUSD: 20.1% RECLASSIFICATION RATE 18-19 DATA NOT AVAILABLE.

Actions / Services

Goal 10, 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>ELD Standards Professional Development and materials</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>School engaged in professional development in ELD Standards.</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - (supplemental/concentration) 1300, 1900 (SHARED COSTS- Staffing of ELD coach)</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - (supplemental/concentration) 1300, 1900 (SHARED COSTS- Staffing of ELD coach)</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.

The reclassification rate of the school was twice that of local district. The actions/services to achieve the goal were effective.

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 will continue utilizing the support of Teacher Leaders and continue development of Integrated and Designated ELD Supports.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 11

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

Update 17-18

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

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities: Specify 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>Social Emotional Counseling Services</p> <p>Social Emotional interventions:</p> <p>Family Support Meetings</p> <p>Incentives</p> <p>Student and Family Engagement</p>	<p>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>- Each month students who attend school every day and have no more than 3 tardies are acknowledged as a Attendance Super with an ice cream. The purpose of this acknowledgement is to celebrate their dedication to school and recognizes the familys education.</p> <p>- On a monthly basis, attendance is monitored and parent letters are mailed for excessive truant tardies and unexcused absences. not improve, parent meetings are set to discuss attendance and create an improvement plan.</p> <p>- During the school wide Winterland performance, perfect attendance certificates were given to celebrate student perfect attendance December.</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - (Supplemental) Supporting pay of Classified Staff 2100, 2400</p> <p>\$35,700 - LCFF - 1000-1999 Certificated Salaries - (Supplemental/concentration) Shared Costs 1300/1900 (Clinical counseling staffing)</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies - 4300</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - (Supplemental) Supporting pay of Classified Staff 2100, 2400</p> <p>\$35,700 - LCFF - 1000-1999 Certificated Salaries - (Supplemental/concentration) Shared Costs 1300/1900 (Clinical counseling staffing)</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies - 4300</p>

Goal 11, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>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>\$2,000 - LCFF - 4000-4999 Books and Supplies - 4350 (Supplemental/Concentration)</p>	

Attendance Incentives Program

- Each month students who attend school every day and have no more than 3 tardies are acknowledged as a Attendance Super with an ice cream. The purpose of this acknowledgement is to celebrate their dedication to school and recognizes the familys education.
- On a monthly basis, attendance is monitored and parent letters are mailed for excessive truant tardies and unexcused absences. not improve, parent meetings are set to discuss attendance and create an improvement plan.
- During the school wide Winterland performance, perfect attendance certificates were given to celebrate student perfect attendance December.

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 opportunities for entry into 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.

This goal will be collapsed into the New Goal 7 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

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

Goal 12

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

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

Annual Measurable Outcomes

	Expected	Actual
Monthly Attendance Report	2018-19 94% of students <3 unexcused absences	UNEXCUSED ABSENCES 2018-2019: OF STUDENTS HAD <3 UNEXCUSED ABSENCES. 62%

Actions / Services

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

Goal 12, Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Students to be Served: All

Location: All Schools

SEE GOAL 11

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

Students to be Served: All

Location: All Schools

See Goal 11.

\$0 - SEE GOAL 11

\$0 - SEE GOAL 11

Analysis

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

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

Letters sent home were designed to share the current data of the student and offer suggestions for intervention.
Incentives included opportunities for entry into 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.

See Goal 11.

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.

This goal will be collapsed into the New Goal 7 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

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

Goal 13

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

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 ≤ 2%	SUSPENSION RATES: ENGLISH LEARNERS: 0.00% BLUE HISPANIC/LATINO: 0.00% BLUE SCHOOL WIDE: 0.00% BLUE SOCIOECONOMIC DISADVANTAGED: 0.00% BLUE SPECIAL EDUCATION: 0.00% BLUE

Actions / Services

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

Goal 13, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$10,000 - LCFF - 2000-2999 Classified Salaries - (supplemental/concentration) (Shared costs) Staffing Discipline Unit 2200/2400	\$10,000 - LCFF - 2000-2999 Classified Salaries - (supplemental/concentration) (Shared costs) Staffing Discipline Unit 2200/2400

Students to be Served: All	Students to be Served: All	\$2,000 - LCFF - 4000-4999	\$2,000 - LCFF - 4000-4999
Location: All Schools	Location: All Schools	Books and Supplies - 4300 (supplemental materials)	Books and Supplies - 4300 (supplemental materials)
Yoga- Mindful Program Kindness Matters! Program Supplies and Instructional Resources Discipline Unit Staffing	School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.	\$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental concentration) (program) 5860 Instructional Consultants	\$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental concentration) (program) 5860 Instructional Consultants
		\$1,200 - LCFF - 1000-1999 Certificated Salaries - (Staffing) 1100-3600	\$1,200 - LCFF - 1000-1999 Certificated Salaries - (Staffing) 1100-3600

Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings.
This goal will be collapsed into the New Goal 8 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 14

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

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

Annual Measurable Outcomes

	Expected	Actual
CALPADS	2018-19 ≤ 1%	EXPULSION RATES 2018-2019: ENGLISH LEARNERS: 0.00% HISPANIC/LATINO: 0.00% SCHOOL WIDE: 0.00% SOCIOECONOMIC DISADVANTAGED: 0.00% SPECIAL EDUCATION: 0.00%

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>SEE GOAL 13</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>See Goal 13.</p>	\$0 - SEE GOAL 13	\$0 - SEE GOAL 13

Analysis

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

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School will continue with the programs and trainings.

This goal will be collapsed into the New Goal 8 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 15

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

Update 17-18

Follow State local indicator process for accountability

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Student and Family Survey

2018-19

average approval rating of
a

≥ Level 3

FAMILY SURVEY: 2018-2019
APPROVAL RATING - LEVEL 3
RESPONSE RATE -56%

STUDENT SURVEY:
APPROVAL RATING - LEVEL 3
RESPONSE RATE - 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 15, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Orientation Student Led Conferences Back to School Night Celebration of learning School Advisory Council meeting Parent Meetings/Committees Family Nights Content Nights</p> <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 held the following during the 2018-19 SY:</p> <p>Parent Orientation Back to School Night Student Led Conferences Celebration of learning School Advisory Council meeting Coffee with the principal Parent Meetings/Committees Family Nights Content Nights</p> <p>Training for Leaders on Parent Engagement</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental) 5200 (Conferences for leaders)</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - (supplemental) 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 for leaders to present to families were reviewed and changes made based on previous year's input :
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.

This goal will be collapsed into the New Goal 8 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 16

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

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

Annual Measurable Outcomes

Expected	Actual
Course Offerings, Student Master 2018-19 Schedule 100%	100% of students have course 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 16, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> · Creation of Student Master Schedule · 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 \$0 - SEE GOAL 1</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - 1300,1900 SHARED COST DIRECTOR OF SPECIAL EDUCATION \$0 - SEE GOAL 1</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.

This goal will be collapsed into the New Goal 8 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

Goal 17

All Students will have access to ELA and Math Intervention

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes

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

Annual Measurable Outcomes

Expected

Actual

Intervention Master Schedule, RTI2018-19

100% of identified students in need

100% of students have access to intervention.

Actions / Services

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

Goal 17, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Our goal is to ensure intervention and enrichment occur during the school day. Every student at Milagro is supported by a team. This team includes the classroom teacher, the inclusion team, and administration. Every week teachers meet with either the inclusion team or administration to discuss student progress and determine methods for providing support.</p> <p>Because Milagro does not use programs or textbooks teachers are able to provide students with the materials and instruction they need to advance. For example, student who are</p>	<p>\$0 - SEE GOAL 6</p>	<p>\$0 - SEE GOAL 6</p>

exceeding grade level expectations are provided reading material at their level and criteria that push them to grow past their current performance level. When students are performing significantly below grade level they are provided more intensive support through differentiation during workshop, goal orientated small group instruction in and outside the classroom, and individualize support. The MTSS (Multi-Tiered Support System) processes and school level performance data is used to identify all students in need of support in each of the major content areas. Our belief is that everyone needs mentorship to grow.

- Small Group Intervention during ELA and Math instruction
- One-on-One Conferencing during ELA and Math instruction
- Inclusion Team Push-in Support for both students with IEPs and students with demonstrated needs during core instructions
- Inclusion Team Pull-Out for both students with IEPs and students with demonstrated needs during non-core instruction

- Afterschool Tutoring by General Education Teachers from March-June

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 through:
 - Small Group Intervention during ELA and Math instruction
 - One-on-One Conferencing during ELA and Math instruction
 - Inclusion Team Push-in Support for both students with IEPs and students with demonstrated needs during core instructions
 - Inclusion Team Pull-Out for both students with IEPs and students with demonstrated needs during non-core instruction
 - Afterschool Tutoring by General Education Teachers from March-June

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 in intervention offerings. Additional actions may include summer meetings, family goal setting meetings more opportunities to monitor success and celebrate growth.

This goal will be collapsed into the New Goal 6 for the LCAP 19-20. Outcomes/Actions and expenditures will remain the same.

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?

August 15, 2018 Whole School Meeting

November 6, 2018 SAC

- LCFF/LCAP: Purpose, goals, and actions items were reviewed. Discussed how monies are allocated

- LCAP Plan was reviewed and updates on key items accomplished (laptop cart, inclusion assistant)

Parents asked about student attendance and parent participation. Shared possible ways to energize parent participation: Thursday Parent selfie posted on Bloomz, teacher shout outs on Bloomz, Parent to parent invites

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

May 22, 2019: Chief Financial Officer, School Principal, and Compliance Director met to review LCAP Budget for 19-20.

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

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

June 5, 2019-- Superintendent Review of Stakeholder Feedback

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

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

Impact on LCAP and Annual Update

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

100% of 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 selection box]

Location(s):

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

[Empty selection box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Supervision and staffing of instructional program Efficient Recruitment and Hiring Process
All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.
Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

2018-19

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

Unchanged Action

Supervision and staffing of instructional program Efficient Recruitment and Hiring Process
All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.
Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

2019-20

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

Modified Action

Focus on Multiple Subject/Bi-Literate Teachers to support EL (increased data review, differentiation, CCSS, reading and writing)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$98,200
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	\$19,640
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
		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 covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups.

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

Modified Goal

Goal 2

- **100% of students (including all significant student groups) will have access to standards-aligned materials and instruction as outlined in the charter petition and**
- **Full implementation of all CA standards (Common Core, NGSS, Social Science, ELD) schoolwide**
- **Annual professional development to support fidelity of implementation of all CA standards for all credential staff**

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
 Local Priorities: Basic Services B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119)
 Pupil Outcomes

Identified Need:

All students have access to standards-aligned instructional materials.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC Report	100%	100%	100%	100%
OUTCOME #2: 100% IMPLEMENTATION OF ALL CA STANDARDS. PROFESSIONAL DEVELOPMENT AGENDAS & SIGN-IN SHEETS, SCOPE & SEQUENCES, UNIT & WEEKLY LESSON PLANS, CLASSROOM OBSERVATIONS & COACHING NOTES.	100%			100

Planned Actions / Services

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

Goal 2, Action 1

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

Students to be Served:

Location(s):

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

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

[Empty selection box]

[Empty selection box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

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	New Action
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	<ul style="list-style-type: none"> • Instructional and supplemental materials purchased will be aligned to the CA standards and the charter petition. • Development of curriculum scope and sequence, standards-based units (including integrated and designated ELD), and weekly lesson plans • Summer professional development for all certified staff • School-based professional development for certified staff and instructional assistants • Outside consultants and/or professional development

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4200,4300, 4350, 4370 - Books and Supplies, Instructional Materials and resources for ARTS	4000-4999 Books and Supplies; 4200,4300, 4350, 4370 - Books and Supplies, Instructional Materials and resources for ARTS	4000-4999 Books and Supplies; 4000 - Books and Supplies, Instructional Materials and resources for ARTS
Amount	\$10,000	\$5,000	\$14,400

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; 4000 - BOOKS/TEXTBOOKS
Amount	\$0	\$0	\$14,400
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-TECHNOLOGY: NEW COMPUTERS
Amount	\$0	\$0	\$1,154
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-TECHNOLOGY PROGRAM
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-TECHNOLOGY SOFTWARE
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-PD CONSULTANT
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-OUTSIDE PD/CONFERENCES
Amount	\$0	\$0	\$7,328
Source			LCFF

Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-SITE-BASED PD
Amount	\$0	\$0	\$3,750
Source			Federal Revenues - Title II
Budget Reference			4000-4999 Books and Supplies; 4000-SITE-BASED PD MATERIALS
Amount	\$0	\$0	\$10,000
Source			Federal Revenues - Title II
Budget Reference			1000-1999 Certificated Salaries; 1000-SITE-BASED PD SUBS
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-INCLUSION SUPPORT(SHARED COST DIRECTOR OF SPED)
Amount	\$0	\$0	\$3,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: 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
The school scores 90% or greater in the Quality Assurance Operations Review performed quarterly. Site inspection Checklist and repair log	90%/90%/100%	90%/90%/100%	1. LCAP QAOR Monthly Inspection Checklist. Was the goal of greater than 90% met? Yes. 2. SARC QAOR Bi-Annual Facility Inspection. Are all items in good condition and within compliance? Yes. 4. School Safety. Completion of required Safety and Emergency Preparedness Drills annually? Yes. 5. School Safety. Completion of required Safety and Emergency Preparedness Staff PD? Yes.	90% or greater QAOR.

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 ActionSupervision and staffing of custodial and maintenance staff.
Security maintenance and staffing.

Operating costs of facilities

2018-19

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

Unchanged ActionSupervision and staffing of custodial and maintenance staff.
Security maintenance and staffing.

Operating costs of facilities

2019-20

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

Unchanged ActionSupervision and staffing of custodial and maintenance staff.
Security maintenance and staffing.

Operating costs of facilities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$54,712	\$55,806	\$42,953
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 associates	5000-5999 Services and Other Operating Expenses; 5500/5600/5610/5825 - shared costs for facilities associates	5000-5999 Services and Other Operating Expenses; 5500/5600/5610/5825 - shared costs for facilities associates
Amount	\$0	\$0	\$9,600
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-MAINTENANCE MATERIALS-CLEANING
Amount	\$0	\$0	\$8,590
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 3, 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:

New Action

This Action was not in effect for 2017-18.

2018-19

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

New Action

Resurfacing of playground.

2019-20

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

New Action

RESURFACING OF PLAYGROUND AND ROOFING.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$40,000	\$66,400
Source		LCFF	LCFF
Budget Reference		6000-6999 Capital Outlay; 6200-Resurfacing Playground	6000-6999 Capital Outlay; 6200-Resurfacing Playground

(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 Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
- 100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and

classroom differentiation.

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, Agends, sign-ins and surveys.	100%	100%	100%	100%
OUTCOME #2: ANNUALLY INCREASE THE NUMBER OF STUDENTS PROFICIENCY IN MATH. CAASPP MATHEMATICS ASSESSMENT	CAASPP 2017-18 BASELINE PERFORMANCE FOR EACH SUB-GROUP.			2% INCREASE ABOVE BASELINE.
OUTCOME #3: INCREASE THE NUMBER OF STUDENTS ACHIEVING PROFICIENCY IN ELA.	CAASPP 2017-18 BASELINE PERFORMANCE FOR ALL SUBGROUPS.			2% INCREASE ABOVE BASELINE
OUTCOME #4: 100% OF EL STUDENTS WILL ADVANCE ONE	ENGLISH LEARNERS: TBD			2% INCREASE ABOVE BASELINE.

PERFORMANCE LEVEL SUB CATEGORY LEVEL PER ELCAP.				
OUTCOME #5: BY END OF 4TH GR. 85% OF ELS, WHO ATTENDED SINCE 1ST GR. WILL RECLASSIFIED USING ELPAC AND SCHOOL-BASED DATA.	ENGLISH LEARNERS: TBD			2% 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 4, Action 1

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

Students to be Served:

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

Location(s):

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

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	Modified Action
<p>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</p> <p>Ellin Keene Residency - \$25,000 Professional Development Books -\$2,000 Professional Development Materials - \$3,000 Conference and Outside trainings - \$6,000</p> <p>Full-Day Planning PD 5 days per teacher (substitute cost) estimated cost \$11,000 Lab Classroom PD - 3 per year (substitute cost) - estimated cost \$1500</p>	<p>Teachers will participate in school-wide Professional Development, trainings and workshops anchored in CA CCSS, NGSS, and ELD Standards.</p>	<p>Teachers will participate in school-wide Professional Development, trainings and workshops anchored in CA CCSS, NGSS, and ELD Standards.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$25,278
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; 1160 Staffing (subs)	1000-1999 Certificated Salaries; 1160 Staffing (subs)	2000-2999 Classified Salaries; 2000-PARAPROFESSIONALS
Amount	\$5,000	\$5,000	\$1,613
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7400 covers shared cost of materials	7000-7499 Other; 7400 covers shared cost of materials	4000-4999 Books and Supplies; 4000-ILLUMINATE
Amount	\$25,000	\$25,000	\$2,313
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; (Supplemetanl/Concentration) 5200 Travel and Conferences	5000-5999 Services and Other Operating Expenses; (Supplemetanl/Concentration) 5200 Travel and Conferences	5000-5999 Services and Other Operating Expenses; 5200-SCHOOLZILLA
Amount	\$5,000	\$5,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4200 (supplemental)	4000-4999 Books and Supplies; 4200 (supplemental)	5000-5999 Services and Other Operating Expenses; 5000-LEARNING TECHNOLOGY PROGRAMS
Amount	\$0	\$0	\$121,905
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; 2000-PARAPROFESSIONALS
Amount	\$0	\$0	\$5,056
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Goal 4, Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action

DATA, IT, & SIS STAFF SUPPORT.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$45,000
Source			LCFF
Budget Reference			7000-7499 Other; 7000-DATA, SIS, IT STAFF SUPPORT

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

Modified Goal

Goal 5

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities: Specify Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Meeting Agendas and sign-ins, Site Advisory Council Agenda and sign-ins	7 family nights Minimum 2 parents on SAC6	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)

[Empty selection box]

Location(s):

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

[Empty selection box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

School will provide a minimum of 6 Family Meetings

- Social Media/Technology Based Outreach systems and Maintenance Staffing
- Family Reading and Sharing Resources and Supplies
- Family Workshops (school-based and PUC Wide)
- Teacher stipend for Descriptive Summative Reports and One-on-one Conferences
- Weekly Communication Supplies
- NTI System Costs

2018-19

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

Unchanged Action

School will provide a minimum of 6 Family Meetings

- Social Media/Technology Based Outreach systems and Maintenance Staffing
- Family Reading and Sharing Resources and Supplies
- Family Workshops (school-based and PUC Wide)
- Teacher stipend for Descriptive Summative Reports and One-on-one Conferences
- Weekly Communication Supplies
- NTI System Costs

2019-20

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

Modified Action

- School will provide a minimum of 6 Family Meetings
- SAC/ELAC MEETINGS HELD A MINIMUM 4 TIMES ANNUALLY.
- LEGALLY REQUIRED REPRESENTATION OF ENGLISH LEARNER FAMILIES REPRESENTATIVE ON ELAC AND AT MINIMUM 2 FAMILY MEMBERS ON SAC.
- ADDITIONAL FAMILY WORKSHOPS

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$1,656
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5290 - Staff/ Parent Meetings	5000-5999 Services and Other Operating Expenses; 5290 - Staff/ Parent Meetings	5000-5999 Services and Other Operating Expenses; 5000 - BLOOMZ
Amount	\$0	\$0	\$13,600
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4000-OFFICE SUPPLIES
Amount	\$0	\$0	\$19,200
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1900-PARENT ENGAGEMENT & INTERVENTION SERVICES MANAGER(SHARED COST-LA)
Amount	\$0	\$0	\$6,400
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 5000-PARENT COLLEGE SHARED COST
Amount	\$1,080	\$0	\$1,080
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-STAFFING FOR SCHOOL EVENTS
Amount	\$0	\$0	\$4,056
Source			LCFF

Budget
Reference

3000-3999 Employee Benefits;
3000-BENEFITS

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

New Goal

Goal 6

The school will maintain a high ADA rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 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 ATTENDANCE (ADA) BY END OF YEAR ADA.	2018-2019 ADA BASELINE FOR ALL SUBGROUPS.			2% INCREASE ABOVE BASELINE
OUTCOME #2: PERCENTAGE OF CHRONIC ABSENTEEISM, WILL BE LESS THAN 5% ANNUALLY AS MEASURED BY CA DASHBOARD.	2018-2019 CHRONIC ABSENTEEISM BASELINE DATA AS REPORTED IN CA DASHBOARD.			1% DECREASE BELOW BASELINE.

Planned Actions / Services

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

Goal 6, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		<p>SCHOOL WILL HIRE AND MAINTAIN ATTENDANCE PERSONNEL TO MANAGE ATTENDANCE DATA.</p> <p>SCHOOL WILL HIRE AND MAINTAIN ATTENDANCE PERSONNEL TO REACH OUT OT FAMILIES ON A DAILY BASIS TO DETERMINE REASON FOR MISSED SCHOOL AND PROVIDE SUPPORT, IF NEEDED.</p> <p>FAMILY SUPPORT TEAM (FST) MEETINGS WILL BE HELD TO SUPPORT FAMILIES OF STUDENTS WITH CHRONIC ABSENTEEISM (MISSING MORE THAN 10% OF SCHOOL) AND DEVELOP AN ACTION PLAN.</p> <p>SCHOOL WILL MAINTAIN AN ATTENDANCE INCENTIVES PROGRAM.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$33,731
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-ATTENDANCE CLERK

Amount	\$0	\$0	\$16,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-ATTENDANCE SUPPORT STAFF
Amount	\$0	\$0	\$1,288
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-POWERSCHOOL
Amount	\$0	\$0	\$9,946
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 school culture conducive to learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 6. School climate
Local Priorities:

Identified Need:

SCHOOL WILL REDUCE SUSPENSION RATE.

SCHOOL WILL REDUCE EXPULSION RATE.

INCREASED PARENT SATISFACTION RATE.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
OUTCOME #1: LESS OR EQUAL TO 1% OF STUDENTS WILL BE SUSPENDED. END OF YEAR POWERSCHOOL REPORT.	2018-2019 SUSPENSION RATE.			</= 1%
OUTCOME #2: LESS OR EQUAL TO 1% EXPULSION RATE	2018-19 EXPULSION RATE			LESS OR EQUAL TO 1%.
OUTCOME #3: OVERALL APPROVAL RATING OF 4 OR ABOVE ON SCALE OF 1-5 AS BASED ON ANNUAL FAMILY SURVEY SATISFACTION DATA SHOW	2018-2019 ANNUAL FAMILY SURVEY BASELINE.			LEVEL 3 OR GREATER
OUTCOME #4: 3 OUT OF 4 OR OR ABOVE ON ANNUAL STUDENT SURVEY.	3.67			LEVEL 3 OR GREATER.

Planned Actions / Services

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

Goal 7, Action 1

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

Students to be Served:

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

Location(s):

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

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		<p>SCHOOL-WIDE SOCIAL EMOTIONAL SUPPORTS AND INTERVENTIONS (RESTORATIVE JUSTICE, HABITS OF A SCHOLAR, SOCIAL LEARNING GROUPS)</p> <p>IMPLEMENTATION OF A MINDFULNESS CURRICULUM.</p> <p>MULTIPLE OPPORTUNITIES FOR FAMILIES TO ENGAGE WITHIN THE SCHOOL RANGING FROM HOME LEARNING PROJECTS TO SCHOOL-WIDE FAMILY EVENTS.</p> <p>TEACHER PROFESSIONAL DEVELOPMENT IN THE AREA OF SOCIAL EMOTIONAL LEARNING AND SUPPORTS.</p> <p>SCHOOL-WIDE ACCESS TO COUNSELING SUPPORT.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000-DISCIPLINE UNIT SHARED COST
Amount	\$0	\$0	\$28,560
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-COUNSELING TEAM
Amount	\$0	\$0	\$4,224
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5000-SCHOOL YOGA
Amount	\$0	\$0	\$25,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000-ARTS PROGRAM
Amount	\$0	\$0	\$10,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; 2000-ARTS PROGRAM COORDINATOR
Amount	\$0	\$0	\$12,112
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000-BENEFITS

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$617,586

Percentage to Increase or Improve Services:

26.99%

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

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

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 80.69% 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 Milagro Charter'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 Milagro Charter is providing resources to:

- Continue with smaller class sizes.
- Teacher Leaders for professional development for integrated and designated ELD support
- Continue assistance for clerical, custodial/maintenance, counselor and administrative support.
- Increase college, career and academic counseling support for high school students(for HS only)

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$635,400

28.98%

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

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

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of **90.61%** 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 Milagro Charter’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 Milagro Charter 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:

\$697,710

Percentage to Increase or Improve Services:

34.04%

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

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

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$782,506	\$740,506	\$887,033
1000-1999 Certificated Salaries	269,900	269,900	145,400
2000-2999 Classified Salaries	120,806	120,806	304,507
3000-3999 Employee Benefits	0	0	63,000
4000-4999 Books and Supplies	136,800	134,800	80,317
5000-5999 Services and Other Operating Expenses	80,000	80,000	97,409
6000-6999 Capital Outlay	40,000	0	66,400
7000-7499 Other	135,000	135,000	130,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$782,506	\$740,506	\$887,033
Federal Revenues - Title I	0	0	121,905
Federal Revenues - Title II	0	0	13,750
Federal Revenues - Title IV	0	0	10,000
LCFF Base/Not Contributing to Increased or Improved Services	782,506	735,506	130,000
LCFF S & C/Contributing to Increased or Improved Services	0	5,000	611,378

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	\$782,506	\$740,506	\$887,033
1000-1999 Certificated Salaries	Federal Revenues - Title II	0	0	10,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	269,900	264,900	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	5,000	135,400
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	121,905
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	0	10,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	120,806	120,806	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	172,602
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	63,000
4000-4999 Books and Supplies	Federal Revenues - Title II	0	0	3,750
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	136,800	134,800	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	0	76,567
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	80,000	80,000	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	97,409
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	40,000	0	0
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	0	66,400
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	135,000	135,000	130,000
7000-7499 Other	LCFF S & C/Contributing to Increased or Improved Services	0	0	0

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	\$202,840
LCFF Base/Not Contributing to Increased or Improved Services	85,000
LCFF S & C/Contributing to Increased or Improved Services	117,840

- **100% of students (including all significant student groups) will have access to standards-aligned materials and instruction as outlined in the charter petition and**
- **Full implementation of all CA standards (Common Core, NGSS, Social Science, ELD) schoolwide**
- **Annual professional development to support fidelity of implementation of all CA standards for all credential staff**

All Funding Sources	\$127,632
Federal Revenues - Title II	13,750
LCFF S & C/Contributing to Increased or Improved Services	113,882

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	\$157,543
LCFF S & C/Contributing to Increased or Improved Services	157,543

- 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 Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
- 100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and classroom differentiation.

All Funding Sources	\$202,165
Federal Revenues - Title I	121,905
LCFF Base/Not Contributing to Increased or Improved Services	45,000
LCFF S & C/Contributing to Increased or Improved Services	35,260

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

All Funding Sources	\$45,992
LCFF S & C/Contributing to Increased or Improved Services	45,992

The school will maintain a high ADA rate

All Funding Sources	\$60,965
LCFF S & C/Contributing to Increased or Improved Services	60,965

The school will maintain a school culture conducive to learning.

All Funding Sources	\$89,896
Federal Revenues - Title IV	10,000
LCFF S & C/Contributing to Increased or Improved Services	79,896

Annual Update Expenditures by Goal and Funding Source

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

All Funding Sources	\$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	\$125,806	\$85,806
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LCFF Base/Not Contributing to Increased or Improved Services	125,806	85,806
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- 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 Standards
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
- 100% of EL students will be enrolled in the general education classroom and receive support through the use of CA ELD standards and classroom differentiation.

All Funding Sources	\$138,000	\$138,000
LCFF Base/Not Contributing to Increased or Improved Services	138,000	138,000

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

All Funding Sources	\$23,500	\$23,500
LCFF Base/Not Contributing to Increased or Improved Services	23,500	23,500

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

Update 17-18 :

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

All Funding Sources	\$26,800	\$26,800
LCFF Base/Not Contributing to Increased or Improved Services	26,800	26,800

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 Sate Accountability System.

State indicators:

Chronic absenteeism

Suspension rate (K-12)

English learner progress,(K-12)

Graduation rate (9-12)

College/career

English language arts (3-8)

Mathematics (3-8)

All Funding Sources	\$0	\$0
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Students are on track to be college and career ready.

- 75% of students will achieve grade-level Lexile equivalent by the end of the school year.

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

All Funding Sources	\$18,000	\$18,000
LCFF Base/Not Contributing to Increased or Improved Services	18,000	18,000

EL students will advance at least one performance level per 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	\$0	\$0
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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.

State Indicator:

English Learner Progress (K-12)

All Funding Sources	\$5,000	\$5,000
LCFF Base/Not Contributing to Increased or Improved Services	5,000	0
LCFF S & C/Contributing to Increased or Improved Services	0	5,000

School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

Update 17-18

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

State Indicator:

Chronic Absenteeism

All Funding Sources	\$88,700	\$86,700
LCFF Base/Not Contributing to Increased or Improved Services	88,700	86,700

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

Update 17-18

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

State Indicator:

Chronic Absenteeism

All Funding Sources	\$0	\$0
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School will reduce its suspensions to less than or equal to 1% of students

Update 17-18

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

State Indicator:

Suspension Rate (K-12)

All Funding Sources	\$18,700	\$18,700
LCFF Base/Not Contributing to Increased or Improved Services	18,700	18,700

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

All Students will have access to ELA and Math Intervention

All Funding Sources	\$0	\$0
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