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 2019-20 LCAP Year

This chart shows the total general purpose revenue The City School expects to receive in the coming year from all sources.

The total revenue projected for The City School is $4,224,378, of which $2,901,535 is Local Control Funding Formula (LCFF), $677,914 is other state funds, $508,688 is local funds, and $136,241 is federal funds. Of the $2,901,535 in LCFF Funds, $137,747 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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.

This chart provides a quick summary of how much The City School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

The City School plans to spend $4,184,674 for the 2019-20 school year. Of that amount, $1,688,499 is tied to actions/services in the LCAP and $2,496,175 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities cost, office expenses, management fees, insurance, and other overhead costs are not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, The City School is projecting it will receive $137,747 based on the enrollment of foster youth, English learner, and low-income students. The City School 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, The City School plans to spend $437,434 on actions to meet this requirement.
This chart compares what The City School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The City School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, The City School's LCAP budgeted $426,923 for planned actions to increase or improve services for high needs students. The City School estimates that it will actually spend $454,392 for actions to increase or improve services for high needs students in 2018-19.
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)
California School Dashboard: 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

The City School
Valerie Braimah, ED Executive Director
vbraimah@citycharterschools.org
310-273-2489

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Founded in 2012, The City School (grades 6-8) provides an exceptional education to a diverse student body. Through individual attention in a supportive and dynamic environment, students become creative and critical thinkers who ask questions, debate and express ideas fearlessly and respectfully. With a focus on civic responsibility, communication, and problem-solving, our students are prepared for a lifetime of critical thinking, meaningful work, and ongoing service to causes greater than themselves.

Our core values are Educational Excellence, Diversity, and Community.

*Educational excellence: we engage every student socially, emotionally, and academically in a project-based, education that challenges them to think critically, collaborate, create, and problem-solve.

*Diversity: we proactively build a caring and inclusive community of diverse families that celebrate differences and learn from each other.

*Community: we harness the energy and voice of all of our partners and stakeholders through collective input, shared responsibility, and active engagement to better serve our students.

Our curriculum is innovative. We offer students problem-based and project-based learning that develops their critical thinking skills, problem-solving, and oral and written communication. Curriculum highlights include:

- A socially and emotionally supportive environment in which all students are known, seen, and cared for as individuals, regardless of need or ability. We focus explicitly on helping
students learn to fearlessly bring their whole selves to everything they do while respecting and collaborating with those around them, regardless of their similarities or differences.

- A nationally recognized advisory program designed to facilitate multicultural competency, community service, character development and social justice education while helping student understand and embrace one another’s differences.
- A balanced course of study that includes arts and culture, 21st century technology, and service to their community (local, national, and global), and develops well-rounded students academically and socio-emotionally.

**LCAP Highlights**

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

This year’s LCAP sustains many of the previous effective goals/actions/services. However, we have rewritten some of our goals to align to outcome metrics in the new CA Dashboard rubrics. Specifically, Goal 6 (student achievement), Goal 7 (ELL progress and achievement) and Goal 8 (suspension and absenteeism) have been analyzed using the new Dashboard metrics, and goals have been set accordingly. The school continues to demonstrate strong outcomes regarding school culture and climate, both in terms of the student and teacher experiences. Academic achievement school-wide is strong, despite a small but concerning backslide in 2017-18 for most subgroups. Our priorities to ensure improved academic outcomes, especially for low-performing subgroups, include identifying online intervention supports in Math, teacher professional development on standard-based assessment, data analysis, and re-teaching, and increasing special education staff capacity. Parents continue to give the school high ratings, and we continue to look for ways to expand and diversity parent engagement in the school.

**Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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**

Some of the areas we are most proud of and plan to build on include:

- Strong teacher engagement and distributed leadership. We have several teachers in key leadership roles and the teachers are deeply involved in decision-making and problem solving in the school. They are analyzing student data and taking thoughtful action to ensure the success of all students.

- We continue to offer a rich course of study including majors and electives, arts for all students, and substantial field learning experiences.

- On our survey measuring social-emotional outcomes for our students, we continue to find that our students scored in the 90th-99th percentile for Growth Mindset, Self-Efficacy,
Climate of Support for Academic Learning, Sense of Belonging, Self-Management, and Social Awareness

We also have cohort data showing that school-wide, students who have been continuously enrolled (in 6th to 8th grade) from 2015-16 to 2017-8 have shown improvement in ELA: from 85% in 2016 to 87% in 2018 meeting or exceeding standards; and in Math from 85% in 2016 to 87% in 2018 meeting or exceeding standards as well. Notable is growth among continuously enrolled Latino students (from 56% up to 62% meeting or exceeding standards in ELA, and from 44% up to 50% meeting or exceeding standards in Math), and among SPED students (from 31% up to 33% meeting or exceeding standards in ELA).

Referring to the California School Dashboard, 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

From 2017 to 2018 we saw some declines, that are hoping we were able to reverse in the 2018-19 school year.

ELA (2018 SBAC)

School-wide average went down 19.8 point from very high to high, but remains 29.2 points above standard. We saw declines with most subgroups and a widening of the achievement gap:

- Af-Am students down 24.9 points to 11.3 points below standard
- Latino students down 16 points to 4.1 points below standard
- FRL students down 28.7 points to 29.3 points below standard
- Students with disabilities maintained (+1.4 points) to 18.2 points below standards

MATH (2018 SBAC)

- School-wide average went down 16.9 points and went from high to moderate at 3.9 points below standard. We saw declines with most subgroups and a widening of the achievement gap
  - Af-Am students down 23.1 points to 60.8 points below standard
  - Latino students down 17.3 points to 46.4 points below standard
  - FRL students down 30.4 points to 71.1 points below standard
  - Students with disabilities declined 8.2 points to 69.9 points below standards

  We continue to have higher than desired chronic absentee rates and are working on strategies to support those students with consistent attendance challenges.

Referring to the California School Dashboard, 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

ELA is the only indicator with a 2-level gap:
All students = High
SED, Af-AM Students, and SPED students = Low

As described in Goal 6, we have taken several steps to reverse the decline and improve performance across the board. Based on our progress this year, we will revise our goals for 2019-20. Also as discussed above, we have somewhat limited internal benchmark data due to facilities and internet challenges during the first 6 weeks of school, when we typically would have administered a preliminary benchmark, but were not able to. We believe we have our strongest teaching staff ever this year, and are expecting strong results based on internal data we do have. That said, we moved further South and East in order to develop a more diverse student population, and based on our internal diagnostic assessments, this year’s 6th grade class came to us significantly lower performing than any prior 6th grade class. We are stepping back this summer to re-evaluate our academic program and interventions given the shifting demographic of our school - next year’s 6th grade class is currently 40% FRL, compared to 20-25% in past years, so we are anticipating the need for additional support services.

We plan to adopt an internal benchmarking system, and use it to monitor and respond to student growth, and also track the impact of our intervention classes.

We have also begun to strengthen our SPED team, and hired a new full-time RSP teacher in April, and have been redesigning our MTSS framework this year as well.

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.

n/a

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.

n/a
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.

n/a
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

1) HIGHLY-QUALIFIED TEACHERS: 100% of teachers are “highly qualified” for their teaching assignments, school maintains 85% retention of staff (excluding moving), and 90% of staff rate overall satisfaction 4 or 5

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>100% students are taught by a highly qualified teacher</td>
<td>100% of students are taught by an appropriately credentialed teacher.</td>
</tr>
<tr>
<td></td>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
<td>33% alternative credential</td>
</tr>
<tr>
<td></td>
<td>85% retention of staff</td>
<td>27% Preliminary credential</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>98% teachers favorably rate climate of support for academic learning (16% increase from prior year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% students are taught by a highly qualified teacher</td>
<td>33% Clear credential</td>
</tr>
<tr>
<td></td>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
<td>85% favorably rate sense of belonging (down 1%) (94% White, 87% Af-Am, 76% Other)</td>
</tr>
<tr>
<td></td>
<td>85% retention of staff</td>
<td></td>
</tr>
</tbody>
</table>

Baseline

92% of teachers highly qualified
95% ratings of 4 or 5
85% retention of staff

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.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and review salary scale annually (with COLA TBD)</td>
<td>Implemented as planned</td>
<td>1000-1999: Certificated Personnel Salaries $1,534,887</td>
<td>1000-1999: Certificated Personnel Salaries $1,353,831</td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools

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

**Students to be Served**

**Scope of Services**
- Schoolwide

**Locations**
- All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
**Teacher training and development:**
- Implement individual performance and professional development plans
- Ongoing (weekly) professional development and teacher collaboration, and opportunities for external professional development (conferences etc.) informed by teacher input and needs analysis
- Implement constructivist (teacher driven) and growth-oriented teacher evaluation, and align formative observations to better aligned to the annual evaluation and to indicate progress over time on specific goals.
- Implement student, staff, and family annual evaluations to generate feedback on teacher quality and satisfaction. Analyze the data to inform professional development and improvement plans for teachers.

| Implemented as planned | 5000-5999: Services And Other Operating Expenditures | $1,566,925 | 5000-5999: Services And Other Operating Expenditures | $4,278 |
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools

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

Students to be Served
Scope of Services
   LEA-wide
   Schoolwide

Locations

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Ensure teachers are “highly qualified”:
  • Annual teacher credential review
  • Provide a stipend toward clear credential coursework (as needed) through partnership with Riverside County Office of Ed. | No teachers were compensated for credential work or EL certification. | No Cost | No Cost |
- Pay for teachers to take EL certification exam

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

**Students to be Served**
- All

**Location(s)**
- All Schools

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

**Students to be Served**

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**
- All Schools

**Analysis**

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

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

All actions/services implemented as planned, except the budget did not allow for paying for teacher credential or certification work.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We need to take a more systematic approach to credential review. We have not had sufficient expertise on staff to oversee this. We also would like to differentiate support in order to better target new teachers one-to-one. The scope and sequence PD was aligned to goals set specifically for new teachers in a small group setting, but there was not always capacity for follow-up. Faculty meetings had more of a PD focus this year than in prior years.

Teachers are asking to take on more responsibility, but the school does not always have the resources to incentivize or financially support those leadership experiences.

We invest in team-building intensively at the beginning of the year, and at PD meetings, but teachers have noted that the layout of the campus is more isolating that our prior campus, and that they would like more opportunities to connect and build team throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No teacher credential or certifications paid for.

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 are planning three main changes to improve teacher effectiveness:
1) Increase ongoing team building among faculty, and using our community building and restorative justice practices to ensure a strong and connected staff community.
2) Outsourcing HR management and credential review to an HR specialist at least through October, and possibly throughout the year.
3) Re-organize co-principal roles and develop department leadership capacity for more ongoing coaching and observation of teachers.
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 2

2) FACILITIES: School facilities are clean, conducive to learning, and do not pose health or safety risks to students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td># of safety related incidents and reporting data</td>
<td></td>
<td>There have been two safety-related incidents, but no students were directly harmed. A piece of a neighbor's wall fell on campus but no one was injured. We also had a back-up of the sewer system creating an unsafe situation that was handled immediately and not one was harmed.</td>
</tr>
<tr>
<td># of incidents</td>
<td></td>
<td>Our main ongoing challenge is ensuring students are safe on their routes to and from school, as many walk, skate/bike, or take public transit.</td>
</tr>
<tr>
<td>18-19</td>
<td>Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Fewer than 5 safety related incidents</td>
<td></td>
</tr>
</tbody>
</table>

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.

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full-time custodial staff addresses health and safety concerns and</td>
<td>Implemented as planned</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>
maintains a safe and clean facility.
- Custodial staff conducts bi-monthly facility walkthrough and emergency systems review with teachers

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

**Students to be Served**
All

**Location(s)**
All Schools

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

**Students to be Served**

**Scope of Services**
LEA-wide
Schoolwide

**Locations**

---

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time custodial staff addresses health and safety issues, when they implemented as planned</td>
<td>Implemented as planned</td>
<td>2000-2999: Classified Personnel Salaries $234,653</td>
<td>2000-2999: Classified Personnel Salaries $55,276</td>
</tr>
</tbody>
</table>
arise, within 24 hours, and resolved within 5 business days.
- Custodial staff conducts bi-monthly facility walk-through and emergency systems review with teachers

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement feedback on facilities through Annual student, parent,</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and faculty surveys and respond to concerns

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are moving to a new facility in 2018-19, and will be financing over $500,000 in the renovation and repair of that facility to ensure its cleanliness and safety. We will also be creating a new safety plan for the new facility prior to student occupancy.</td>
<td>Implemented as planned, however facility renovation went about $100,000 over budget due to unexpected requirements imposed by LA Fire Department. The site also required some unexpected repairs and maintenance, especially on plumbing systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools

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

Students to be Served

Scope of Services
   LEA-wide
   Schoolwide

Locations

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

Describe the overall implementation of the actions/services to achieve the articulated goal.
All actions implemented as planned. Additional actions taken to upgrade fire safety equipment per requirements from City of LA permits.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Moving into a new site has presented some challenges as we consider the best organization of classroom and recreational space and how students should flow throughout the space. There are more closed areas on the new campus compared to our previously very
open campus layout, so we have had to redesign our supervision plans and update safety plans to ensure student safety. Our biggest challenge has been maintaining working restrooms, and that may require a system sewer upgrade over the Summer of 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fire safety system installation

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 be reviewing and updating our school safety plan, now that we have been in the site a year. We are also going to reinforce student and parent education on safe routes to school, being aware of their surroundings (vs. staring at their phones while walking), and strategies for maintaining personal safety. We are also rethinking our supervision surrounding campus during pick-up and drop-off to ensure that our staff and/or parent volunteers are sufficient to ensure student safety. No changes planned for metrics or outcomes.
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 3

3) STANDARDS ALIGNED INSTRUCTION: All teachers are proficient at developing common core-aligned units of study anchored by performance tasks.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard alignment of unit and lesson plans</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards</td>
<td></td>
</tr>
<tr>
<td>18-19 &gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline &gt;95% of student learning experiences in all core content areas are aligned to standards</td>
<td>85% of students favorably rated that their classwork is at an appropriate level of challenge (range for individual teacher ratings was 52% - an outlier: the next lowest rating was 69% - to 96%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>82% of students responded favorably that teachers make learning objectives clear (range for individual teacher ratings was 62% to 98%)</td>
<td></td>
</tr>
</tbody>
</table>

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.

Action 1
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing CCSS professional development: faculty meeting and alternating other weeks between department and grade-level meetings). Principal to provide guidance on outcomes for those dept meetings. (e.g. common assessments, cored projects. Etc.)</td>
<td>Implemented as planned</td>
<td>No cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools

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

**Students to be Served**

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**

**Action 2**
CCSS-Aligned Curriculum
- Stipend teachers for NGSS and CCSS-aligned unit development in the summer and monthly unit reviews and lesson tuning protocols
- Implementation of CCSS-aligned writing rubrics
- Purchase of CCSS-aligned curricular materials

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations

Included in Goal 1 1000-1999:
Certificated Personnel Salaries

Included in Goal 1 1000-1999:
Certificated Personnel Salaries

4000-4999: Books And Supplies
$295,330

4000-4999: Books And Supplies
$291,112
Analysis

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

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

All actions implemented as planned

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

Although all of teachers create their lesson plans using standards-aligned materials, and follow the standards for their grade level, we still don't have adequate internal benchmarking tools to track standards mastery in real time in our core subjects. This is also addressed in goal 6 in more detail.

Explain 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 plan the following actions for 2019-20:

- Review and analyze data from survey questions about student awareness of standards/learning objectives, and belief that the learning experiences are aligned, and use that to focus teacher PD
- Require teachers to post student-friendly, engaging statements of learning expectations
- Set a goal that all summative assessments are aligned to standards, and have department heads take a leadership role in supporting assessment design and collaborative data analysis and student work analysis to evaluate standards alignment and rigor in a more ongoing fashion.
- Adopt a benchmark assessment system that allows teachers to more systematically track student mastery
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 4

4) COURSE ACCESS: All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. ELL, FRPM-eligible, foster youth, and ethnic subgroups are proportionally represented and achieving in advanced math courses.

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% EL students taught by EL certified teacher</td>
<td>100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas</td>
<td>44% of teachers have a EL Certificate - others are either alternative credentials, or transferred credentials from out of state.</td>
</tr>
<tr>
<td>Proportional subgroup representation in advanced math classes</td>
<td>Percent of ELL, FRPM-eligible, foster youth, and traditionally underserved ethnic subgroups in advanced math classes is within 2% of total percent of student population</td>
<td>Placement in Advanced Math is disproportionately high among Asian students and low among SPED, African-American, and Latino subgroups: SPED 6% Latino 6% Asian 20% Af-Am 9%</td>
</tr>
</tbody>
</table>
### 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.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| SIS course enrollment review: Annually evaluate the effectiveness of course assignments and impact on kids, and modify course offerings accordingly.  
Annually re-assess students with supplemental assessment for students on the cusp of advanced placement to ensure accurate placement. | Implemented as planned  | Included in Goal 3 4000-4999: Books And Supplies | Included in Goal 3 4000-4999: Books And Supplies |

**Baseline**
- 100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas.
- Three significant subgroups are placed in advanced courses at slightly disproportionally lower rates than their total percent of the population: African American (-2%), Hispanic (-5%), and FRL (-5%), but all are within 5% of the overall population size. White, Asian, and "two or more races" are placed in advanced courses at disproportionately HIGHER rates than their overall population size.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**  
English Learners

**Scope of Services**  
LEA-wide  
Schoolwide

**Locations**  
All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage course offerings and enrollment:</td>
<td>Implemented as planned</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>• Conduct bi-annual course enrollment reviews to monitor enrollment of underrepresented groups in advanced courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served
- English Learners
- Foster Youth
- Low Income

### Scope of Services
- LEA-wide
- Schoolwide

### Locations
- All Schools

### Action 3

<table>
<thead>
<tr>
<th>Planed Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Monitor student achievement:  
  - ELPAC, Interim assessment (SBAC Interim assessments/Illuminate item bank) student Achievement data review to systematically track progress of students, particularly those in enrichment/remediation classes.  
  - Supplemental support for students on performance cusp: extra block of math or ELA during majors and electives, online adaptive instruction to fill | We were only able to administer benchmarks once this year because of facilities/internet challenges in the Fall. Regardless, we were able to identify low-performing/at-risk students and enroll them in Math or ELA enrichment as needed | Included in Goal 3 4000-4999: Books And Supplies | Included in Goal 3 4000-4999: Books And Supplies |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher professional development: making rigorous content accessible to all</td>
<td>Implemented as planned</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services
- LEA-wide
- Schoolwide

Locations

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.
Most actions and service implemented as planned, but the school is continuing to determine the best way to assess ongoing progress of students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
In most areas (arts, PE, technology, majors and electives) course access remains equitable and proportional across subgroups. However, advanced placement in math is disproportionately low for African-American, Latino, and FRL subgroups, and high for Asian and White students. Additionally, we were not able to implement benchmark assessments twice as planned, and so other than teacher-created and curriculum-based assessments, we don’t have a systematic understanding of student growth.

Explain 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 determine math placement based on an annual diagnostic assessment of all students. We will continue this practice, and also explore whether we are creating unintentionally barriers to advanced math placement for underrepresented groups. We will also be
identifying an online program to support math progress and hope to see more students accelerating their progress and achieving advanced placement while in middle school, or at least graduating 8th grade having completed Algebra.
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 5

5) PARENT ENGAGEMENT: The City School parents and guardians are engaged as partners in their child's education and feel connected to and welcome at the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>% of parent favorable ratings on:</td>
<td>225 Responses:</td>
</tr>
<tr>
<td></td>
<td>• climate of support for learning</td>
<td>% favorable ratings:</td>
</tr>
<tr>
<td></td>
<td>• knowledge and fairness of discipline</td>
<td>93% Climate of support for academic learning (down 4%)</td>
</tr>
<tr>
<td></td>
<td>• safety</td>
<td>96% knowledge and fairness of discipline, rules, and norms (down 1%)</td>
</tr>
<tr>
<td></td>
<td>• sense of belonging/connectedness (including by subgroup)</td>
<td>84% safety (72% surrounding neighborhood, 95% school grounds) (down 21% and 4% respectively)</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>% favorable ratings:</td>
<td>97% sense of belonging/connectedness (down 1%)</td>
</tr>
<tr>
<td></td>
<td>99% Climate of support for academic learning</td>
<td>(98% Af-Am, 98% Hisp, 98% white, 99% FRL, 98% SPED)</td>
</tr>
<tr>
<td></td>
<td>97% knowledge and fairness of discipline, rules, and norms</td>
<td>Parentsquare data:</td>
</tr>
<tr>
<td></td>
<td>95% safety (90% surrounding neighborhood, 100% school grounds)</td>
<td>99% of parents reachable by text or email</td>
</tr>
<tr>
<td></td>
<td>98% sense of belonging/connectedness</td>
<td>72%+ interaction</td>
</tr>
<tr>
<td></td>
<td>(97% Af-Am, 98% Hisp, 99% white, 96% FRL, 100% SPED)</td>
<td>We are also hearing from parent surveys that they are finding the volume of communication overwhelming, and will be analyzing data on Parent Square to get a better understanding of that, and make adjustments (by setting creating staff-wide agreements) for next year.</td>
</tr>
</tbody>
</table>

18-19
Maintain or exceed baseline ratings

72%+ interaction
INTERACTION

401

OUT OF 560
PARENTS INTERACTED

COMMENTS
• 1,392 Commented

APPRECIATIONS
• 2,643 Appreciated

RSVPS
• 129 RSVP’d
## 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.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-to-parent communication and leadership</td>
<td>Parent directory updated. Diversity Committee did not continue this year (leaders were parents of graduates). There were several parent committees, but no unified parent council body. As a result, communication between parents was limited throughout the year, except regarding specific events.</td>
<td>No cost</td>
<td>No Cost</td>
</tr>
<tr>
<td>- Update the parent directory to support inter-parent communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintain the Parent Diversity Committee to develop quarterly student and parent education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintain monthly parent council meetings and work to diversify membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Work with Parent Council so that a parent summarizes and shares notes from meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-parent engagement and communication</td>
<td>Actions implemented as planned and the school adopted ParentSquare and moved all school-parent communication to that platform.</td>
<td>No cost</td>
<td>No Cost</td>
</tr>
<tr>
<td>- Maintain weekly principal newsletters and monthly principal chats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Require teachers to update grades on a bi-weekly basis.</td>
<td></td>
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</tr>
<tr>
<td>- Teachers make unit plans available to students and parents based on previously established norms for sharing unit information/instructional content with families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional parent training on Google Education and Illuminate - how to use, when to use, &quot;healthy ways to use&quot; the sites that balance being informed and letting your kids be responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Monthly departmental updates on curriculum and instruction, particularly want alerts on group projects that they are doing.
- Maintain redesigned website to keep up to date info (like Principal's weekly emails) and summaries of meeting information.

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

Students to be Served
All

Location(s)
All Schools

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

Students to be Served

Scope of Services
LEA-wide
Schoolwide

Locations

Action 3

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

Page 36 of 140
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Actions/Services</th>
<th>Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain and expand the Parent Diversity Committee to support more inclusive parent leadership, a more culturally responsive student culture, and increased diversity in the student body.</td>
<td>Not implemented due to lack of parent leadership.</td>
<td>No cost</td>
<td>No Cost</td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
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<tr>
<td>Location(s)</td>
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<tr>
<td>All Schools</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to be Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA-wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Parent engagement by the school was strong overall and most actions were implemented. However, parent leadership was less cohesive this year as the parent council met less regularly than in previous years. But parent engagement remained strong through committees.

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

Parent leadership and engagement are fairly strong among a small group (20%) of families. We still need to do more to engage more and more diverse parents in the school. That said, we had extremely good turnout at our series of parent education seminars (4 sessions, averaging 20 parents each time). Furthermore, communication from the school to families is vastly improved thanks to our use of ParentSquare, which allows us to track interaction with our communications, and monitor who is communicating, and how frequently.

On our annual survey we received open-ended feedback on a few themes in particular:

- Parents generally love the school culture and how students are treated by the staff, and many stated their children are really happy at the school.
- A few parents noted that the volume of communication on ParentSquare is overwhelming, and also parents feel under-informed about important things like curriculum and timely event announcements.
- Many parents have concerns about the facility - classroom size, yard safety, and general location safety.
- Several parents expressed concern over the level of rigor, especially in English, and a couple expressed that the Student-Led Conferences are not as informative as they would like.
- Some parents have observed a decline in discipline and are concerned about behavior on campus.

Explain 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 are planning to make the following adjustments:

- Analyzing data on Parent Square to get a better understanding of that, and make adjustments (by setting creating staff-wide agreements) for next year.
- Discuss how we engage parents on curriculum matters to ensure they know what is being taught and learned.
• Explore strategies to increase the cohesion of the parent council, develop them as representatives to the community, and ensure that they have voice in the school.

Other issues raised about academic rigor are addressed in Goals 3, 4, and 6
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 6

6) STUDENT ACADEMIC ACHIEVEMENT: Annually, all TCS subgroups will demonstrate "significant increase" (at least a 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating. Subgroups meeting or exceeding Level 3 will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at a High Level 3 or above.

State and/or Local Priorities addressed by this goal:
State Priorities:
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC Scale Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBC Participation rates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19
- The City School school-wide average will remain Very High in ELA and High in Math, increasing by at least 7 points
- Low performing subgroups in both Math and ELA will progress at least 20 points in ELA and 15 points in Math toward a score of Medium or better
- Changes will demonstrate gap-closing patterns for unduplicated students

From 2017 to 2018 we saw some declines, that are hoping we were able to reverse in the 2018-19 school year.

ELA (2018 SBAC)
School-wide average went down 19.8 point from very high to high, but remains 29.2 points above standard. We saw declines with most subgroups and a widening of the achievement gap --Af-Am students down 24.9 points to 11.3 points below standard
- Latino students down 16 points to 4.1 points below standard
- FRL students down 28.7 points to 29.3 points below standard
- Students with disabilities maintained (+1.4 points) to 18.2 points below standards
Baseline
See above "Identified Need"

Expected

MATH (2018 SBAC)

School-wide average went down 16.9 points and went from high to moderate at 3.9 points below standard. We saw declines with most subgroups and a widening of the achievement gap

- Af-Am students down 23.1 points to 60.8 points below standard
- Latino students down 17.3 points to 46.4 points below standard
- FRL students down 30.4 points to 71.1 points below standard
- Students with disabilities declined 8.2 points to 69.9 points below standards

We also have cohort data showing that school-wide, students who have been continuously enrolled (in 6th to 8th grade) from 2015-16 to 2017-18 have shown improvement in ELA: from 85% in 2016 to 87% in 2018 meeting or exceeding standards; and in Math from 85% in 2016 to 87% in 2018 meeting or exceeding standards as well. Notable is growth among continuously enrolled Latino students (from 56% up to 62% meeting or exceeding standards in ELA, and from 44% up to 50% meeting or exceeding standards in Math), and among SPED students (from 31% up to 33% meeting or exceeding standards in ELA).

We also track the number of students by subgroup who are below a D average. At the end of first semester in 2018-19 the charter below shows the number of students who had below a D average.

Subgroup # % of students below D % of total pop

<table>
<thead>
<tr>
<th>Subgroup</th>
<th># % of students below D</th>
<th>% of total pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>4 5%</td>
<td>1%</td>
</tr>
<tr>
<td>FRL</td>
<td>21 27%</td>
<td>6%</td>
</tr>
<tr>
<td>AF</td>
<td>19 24%</td>
<td>6%</td>
</tr>
<tr>
<td>Latino</td>
<td>11 14%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>12 15%</td>
<td>3%</td>
</tr>
<tr>
<td>SPED</td>
<td>11 14%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>78 100%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Actual

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.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments:</strong></td>
<td></td>
<td><strong>Included In Goal 3 4000-4999: Books And Supplies</strong></td>
<td><strong>Included in Goal 3 4000-4999: Books And Supplies</strong></td>
</tr>
<tr>
<td>- Implement SBAC and/or teacher-created interim assessments in Math, ELA and Science 3 times annually and analyze subgroup data to monitor student progress toward proficiency</td>
<td>Interim assessments only implemented once this year. All other actions implemented as planned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement CAASPP assessments annually and analyze data by subgroup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Systematically collect home language survey and implement ELL diagnostic and administer the ELPAC annually to all ELL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Re-assess all students for appropriate placement in Math and to determine intervention priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
All

**Location(s)**
All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data reporting and analysis:</td>
<td>No Director of Student Achievement hired. All other actions implemented as planned.</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>- Director of Student Achievement to manage data reporting and analysis</td>
<td></td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>- Run quarterly achievement reports on all outcome objectives to monitor progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher professional development on data analysis, differentiation, and intervention strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Conduct bi-annual grade assessment to identify and intervene with all students receiving less than a C, and to gauge accuracy of teacher grades against standardized benchmarks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student support</td>
<td>Implemented as planned</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>• Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours</td>
<td></td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
<td>Included in Goal 1 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>• Provide after school enrichment and intervention</td>
<td></td>
<td>Included in Goal 1 1000-1999: Certificated Personnel Salaries</td>
<td>Included in Goal 1 1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools

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

**Students to be Served**

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**
- Increase support for teachers to provide more effective intervention and instruction to students with IEPs and 504s.
- Implement online Math intervention program

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

**Students to be Served**

All

**Location(s)**

All Schools

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

**Students to be Served**

Foster Youth
Low Income

**Scope of Services**

LEA-wide
Schoolwide

**Locations**
**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.

Most actions were implemented as planned, with the exception of benchmark assessment, which we were not able to implement in the Fall due to facilities/internet challenges.

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

Because of challenges with the benchmark assessments, we have not been able to systematically track student progress in 2018-19, and are still waiting for results from the SBAC assessment. Based on an analysis of student grades based on teacher-created assessments...XXX

Explain 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 have taken several steps to reverse the decline and improve performance across the board. Based on our progress this year, we will revise our goals for 2019-20. Also as discussed above, we have somewhat limited internal benchmark data due to facilities and internet challenges during the first 6 weeks of school, when we typically would have administered a preliminary benchmark, but were not able to. We believe we have our strongest teaching staff ever this year, and are expecting strong results based on internal data we do have. That said, we moved further South and East in order to develop a more diverse student population, and based on our internal diagnostic assessments, this year’s 6th grade class came to us significantly lower performing than any prior 6th grade class. We are stepping back this summer to re-evaluate our academic program and interventions given the shifting demographic of our school - next year’s 6th grade class is currently 40% FRL, compared to 20-25% in past years, so we are anticipating the need for additional support services.

We plan to adopt an internal benchmarking system, and use it to monitor and respond to student growth, and also track the impact of our intervention classes.

We have also begun to strengthen our SPED team, and hired a new full-time RSP teacher in April, and have been redesigning our MTSS framework this year as well.
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 7

7) ELL ACHIEVEMENT: ELL Students making progress toward English proficiency: 90% of students progress at least one level on the ELPAC (or equivalent state assessment) annually. All ELL student progress toward RFEP each year. 100% of 6th grade cohort at level 4 on ELPAC and/or RFEP by 8th grade

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% progressing on CELDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% progressing to RFEP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19

- 90% of students progress at least one level on the ELPAC Initial Identification Assessments annually annually
- 100% of student progress toward RFEP each year.

Baseline

Not a significant subgroup

A total of 5 students took the ELPAC in 2017-18: 3 6th graders, 1 7th, and 1 8th grader.

100% of students tested received a score of 3.

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.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and assess students:</td>
<td>Implemented as planned</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
<td>Included in Goal 3 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>- Identify language learners and track progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Systematically collect home language survey and implement ELL diagnostic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Administer the ELPAC Initial Identification Assessments annually annually to all ELL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement data analysis system to capture all RFEP requirements and track student progress towards meeting requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students to be Served**
- All

**Location(s)**
- All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**
- All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student support</td>
<td>Implemented as planned. Language development course not needed due to small number of ELLs.</td>
<td>Included in Goal 3 5000-5999: Services And Other Operating Expenditures</td>
<td>Included in Goal 3 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>- Teacher professional development on language development strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student support</td>
<td>As needed, offer language development course during majors and electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served</strong></td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td><strong>Scope of Services</strong></td>
</tr>
<tr>
<td>LEA-wide</td>
</tr>
<tr>
<td>Schoolwide</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

**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.

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

We believe all 5 students tested in 2017-18 are on track to RFEP by Fall of 2019. Because the timing of the test was moved from Fall to Spring, we are waiting for their results on the 2018-19 ELPAC to confirm their eligibility to reclassify.

Explain 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.

No changes planned based on baseline data. We are sending teachers to an ELPAC "Results are in" workshop to determine how we should interpret and respond to our results.
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 8**

<table>
<thead>
<tr>
<th>8) Student Engagement</th>
<th>Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism &lt;5% chronic absenteeism.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Pupil Suspension Rates: Reduce pupil suspension rates to &lt;1.5% (Low or Very Low) and either maintain or decrease from there. Maintain pupil expulsion rates below 1%. Achieve proportional suspension rates across sub-groups.</td>
</tr>
<tr>
<td></td>
<td>Student Perception of School Climate: 85% of students rate overall satisfaction 4 or 5, ratings are 90th percentile or above compared to national norm</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 5: Pupil Engagement (Engagement) |
| Local Priorities: | Priority 6: School Climate (Engagement) |
## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate</td>
<td>95% attendance rate</td>
<td>CHRONIC ABSENTEEISM</td>
</tr>
<tr>
<td>Dropout rate</td>
<td></td>
<td>Overall - 10.47%</td>
</tr>
<tr>
<td>Suspension and</td>
<td>Maintain pupil suspension rates &lt;1.5% (Low or Very Low)</td>
<td>Free/Reduced - 9.1%</td>
</tr>
<tr>
<td>Expulsion Rates</td>
<td>Maintain pupil expulsion rates below 1%.</td>
<td>SpED - 10.5%</td>
</tr>
<tr>
<td>all school and</td>
<td>Maintain proportional suspension rates across sub-groups.</td>
<td>EL - 20%</td>
</tr>
<tr>
<td>by subgroup</td>
<td></td>
<td>African American - 7.7%</td>
</tr>
<tr>
<td>Student satisfaction ratings</td>
<td>80% of students rate culture and climate favorably</td>
<td>White - 11.8%</td>
</tr>
<tr>
<td>18-19</td>
<td>80% rate educational excellence favorably</td>
<td>Latino - 16.2%</td>
</tr>
<tr>
<td></td>
<td>90% favorably rated the climate of support for academic learning (teachers going out of their way to help students) = &gt;90th percentile nationwide</td>
<td>0% Dropout rate</td>
</tr>
<tr>
<td></td>
<td>85% favorably rate their sense of belonging/ connectedness = 99th percentile nationwide</td>
<td>3% Suspension Rate: 12 students, 9 (75%) White, 3 (25% African American)</td>
</tr>
<tr>
<td>Student survey feedback:</td>
<td></td>
<td>No Expulsions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student satisfaction ratings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student survey feedback:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76% of students rate culture and climate favorably (down 4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79% rate educational excellence favorably (down 1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>81% favorably rated the climate of support for academic learning (teachers going out of their way to help students) = 99th percentile nationwide (down 9%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>74% favorably rate their sense of belonging/ connectedness = 99th percentile nationwide (down 11%)</td>
</tr>
</tbody>
</table>

Results are somewhat disproportional by subgroup, as demonstrated in the chart below. Also FRL students rated their sense of belonging 11% lower than non-FRL students (66% v. 77%)
Baseline
- 96% attendance rate and 12% chronic absenteeism. Students with special need are disproportionately absent (+13%), as are language learners (+7%) All other subgroups demonstrate proportional rates of attendance.
- 0% Middle school dropout rate
- High school dropout rate N/A due to closure of the HS
- Pupil suspension rates of 3% and expulsion rates 0%
- Suspension rates are disproportionately high for special needs students (18% higher), Hispanic students (13% higher) and students with two or more races (4% higher). Special Education students are not disproportionally suspended.

Student survey feedback:
- 76% of students rated culture and climate favorably
- 77% rated educational excellence favorably
- 86% favorably rated the climate of support for academic learning (teachers going out of their way to help students) = 90th percentile nationwide
- 80% favorably rate their sense of belonging/connectedness = 99th percentile nationwide

### 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.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide an engaging and supportive program</td>
<td>Implemented as planned, with the exception of internships. Those were not in the program design.</td>
<td>Included in Goal 4 4000-4999: Books And Supplies</td>
<td>Included in Goal 4 4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
project- and internship-based program of study

- Implement an advisory curriculum that supports student social emotional and behavioral development
- Expand restorative justice program

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

**Students to be Served**
All

**Location(s)**
All Schools

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

**Students to be Served**

**Scope of Services**
LEA-wide
Schoolwide

**Locations**

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
- Monitor and intervene on attendance and behavior
- Monthly analysis of Illuminate attendance and behavior data by subgroup
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as needed)
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys

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

**Students to be Served**
- All

**Location(s)**
- All Schools

Implemented as planned.

Included in Goal 1 5000-5999: Services And Other Operating Expenditures

Included in Goal 1 5000-5999: Services And Other Operating Expenditures
### Action 3

**Planned Actions/Services**

- Teacher professional development on behavior management, alternatives to suspension, and growth mindset
- Implementation of newly developed 6-8 vertically articulated SEL outcomes matrix

**Actual Actions/Services**

Implemented as planned

**Budgeted Expenditures**

Included in Goal 1 5000-5999: Services And Other Operating Expenditures

**Estimated Actual Expenditures**

Included in Goal 1 5000-5999: Services And Other Operating Expenditures

---

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

**Students to be Served**

**Scope of Services**

LEA-wide
Schoolwide

**Locations**

All Schools

---

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

**Students to be Served**

All

**Location(s)**

All Schools
<table>
<thead>
<tr>
<th>Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served</td>
</tr>
</tbody>
</table>

**Scope of Services**
- LEA-wide
- Schoolwide

**Locations**
- All Schools

**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.

Actions were implemented as planned.

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

For the most part, The City School maintains a strong and inclusive community despite a new facility in a different neighborhood. However, campus supervision is a significant challenge because we don't have the budget for paraprofessionals so teachers have to take on the additional duty of supervision.

Explain 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 addition the action we already planned, we are planning two key actions for the 2019-20:
- Revisit supervision plan to ensure that students safety is overseen on all parts of the campus.
• PD to refocus teachers on the collective responsibility for school climate and building rapport with students while reinforcing school-wide expectations.
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 9

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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.

Action 1

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| Explain 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.

| 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. |
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 10

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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.

Action 1

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

Explain 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.
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?

The school Co-Principals and Executive Director met on May 10, 2019 to review the prior-year LCAP and reflect on outcomes and expenditures. From this, a preliminary draft was developed. Stakeholder meetings were held as follows:

- May 28, 2019: Parent council presentation and input (all parents invited)
- May 29, 2019: Faculty meeting and input
- May 23, 2019: Board of Directors meeting and input
- June 6, 2019: Principal and Executive Director meet to incorporate changes based on input.
- June 27, 2019: Board adoption of final LCAP for 2018-19

For each group of stakeholders, the draft LCAP was sent out ahead of time for review, along with an explanation of the 8 priorities. At the meeting, an overview of LCFF, the LCAP, and the school’s budget were presented, and participants were given time to go through and discuss each of the goal areas, focusing on what has been effective, and where they would recommend changes to program expenditures.

Impact on LCAP and Annual Update

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

Some key changes that resulted from parent feedback include:
- Consideration of additional safety measures at the new school facility
- More systematic and managed communication
Teach feedback prompted the following changes
- More PD for PE team
- Revisiting the advisory curriculum content and training
- Reinforce role of teachers in SST process
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Modified Goal</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 1

1) HIGHLY-QUALIFIED TEACHERS: 100% of teachers are appropriately credentialed for their teaching assignments, school maintains 85% retention of staff (excluding moving), and 90% of staff rate overall satisfaction 4 or 5

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

Improve percent of highly qualified teachers, and implement additional actions/services to retain highly effective staff despite a significant state-wide teacher shortage.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% students are taught by a highly qualified teacher</td>
<td>92% of teachers highly qualified</td>
<td>100% students are taught by a highly qualified teacher</td>
<td>100% students are taught by a highly qualified teacher</td>
<td>100% students are taught by a highly qualified teacher</td>
</tr>
<tr>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
<td>95% ratings of 4 or 5</td>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
<td>90% of staff rate overall satisfaction of 4 or 5</td>
</tr>
<tr>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
<td>85% retention of staff</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

#### 2017-18 Actions/Services

- Maintain and review salary scale annually (with COLA TBD)

#### 2018-19 Actions/Services

- Maintain and review salary scale annually (with COLA TBD)

#### 2019-20 Actions/Services

- Maintain and review salary scale annually to ensure fair, competitive, and adequate compensation within the parameters of the budget

#### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$1,427,680</td>
<td>$1,534,887</td>
<td>$1,377,904</td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
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<td>$1,534,887</td>
<td>$1,377,904</td>
<td></td>
</tr>
</tbody>
</table>

**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)

- [Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

**2017-18 Actions/Services**

- Teacher training and development:
  - Implement individual performance and professional development plans
  - Ongoing (weekly) professional development and teacher collaboration, and opportunities for external professional development (conferences etc.)

**2018-19 Actions/Services**

- Teacher training and development:
  - Implement individual performance and professional development plans
  - Ongoing (weekly) professional development and teacher collaboration, and opportunities for external professional development (conferences etc.)

**2019-20 Actions/Services**

- Teacher training and development:
  - Re-organize co-principal roles and develop department leadership capacity for more ongoing coaching and observation of teachers.
  - Implement individual performance and professional development plans
informed by teacher input and needs analysis

- Implement constructivist (teacher driven) and growth-oriented teacher evaluation, and align formative observations to better aligned to the annual evaluation and to indicate progress over time on specific goals.
- Implement student, staff, and family annual evaluations to generate feedback on teacher quality and satisfaction. Analyze the data to inform professional development and improvement plans for teachers.

- Ongoing (weekly) professional development and teacher collaboration, and opportunities for external professional development (conferences etc.) informed by teacher input and needs analysis
- Implement constructivist (teacher driven) and growth-oriented teacher evaluation, and align formative observations to better aligned to the annual evaluation and to indicate progress over time on specific goals.
- Implement student, staff, and family annual evaluations to generate feedback on teacher quality and satisfaction. Analyze the data to inform professional development and improvement plans for teachers.
- Increase ongoing team building among faculty, and using our community building and restorative justice practices to ensure a strong and connected staff community.
- Budget $2k for PE department PD

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>
### Action 3

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

#### 2017-18 Actions/Services

- Ensure teachers are “highly qualified”:
  - Annual teacher credential review
  - Provide a stipend toward clear credential coursework (as needed) through partnership with Riverside County Office of Ed.
  - Pay for teachers to take EL certification exam

#### 2018-19 Actions/Services

- Ensure teachers are “highly qualified”:
  - Annual teacher credential review
  - Provide a stipend toward clear credential coursework (as needed) through partnership with Riverside County Office of Ed.
  - Pay for teachers to take EL certification exam

#### 2019-20 Actions/Services

- Ensure teachers are “highly qualified”:
  - Outsource HR management and credential review to an HR specialist at least through October, and possibly throughout the year.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No Cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th></th>
<th>Modified Goal</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 2

2) FACILITIES: School facilities are clean, conducive to learning, and do not pose health or safety risks to students.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:
We are moving into a new facility and need to ensure that all aspects of the facilities are safe and clean. We will also develop a new safety plan for the new facility. The facilities are generally kept clean by our staff. The building is old and in some disrepair so we need to maintain vigilance to make sure new hazards don't surprise us.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of safety related incidents and reporting data</td>
<td>Fewer than 5 safety related incidents</td>
<td>Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
<td>Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

#### 2017-18 Actions/Services

- Full-time custodial staff addresses health and safety concerns and maintains a safe and clean facility.
- Custodial staff conducts bi-monthly facility walk-through and emergency systems review with teachers

#### 2018-19 Actions/Services

- Full-time custodial staff addresses health and safety concerns and maintains a safe and clean facility.
- Custodial staff conducts bi-monthly facility walk-through and emergency systems review with teachers

#### 2019-20 Actions/Services

- Full-time custodial staff addresses health and safety concerns and maintains a safe and clean facility.
- Custodial staff conducts bi-monthly facility walk-through and emergency systems review with teachers

### Budgeted Expenditures
### 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)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

- Part-time custodial staff addresses health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Custodial staff conducts bi-monthly facility walk-through and

### 2018-19 Actions/Services

- Part-time custodial staff addresses health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Custodial staff conducts bi-monthly facility walk-through and

### 2019-20 Actions/Services

- Part-time custodial staff addresses health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Custodial staff conducts bi-monthly facility walk-through and
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$244,978</td>
<td>$234,653</td>
<td>$76,332</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

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)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

• Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

2018-19 Actions/Services

• Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

2019-20 Actions/Services

• Collect feedback on facilities through Annual student, parent,
and faculty surveys and respond to concerns
- Review and update school safety plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

**Action 4**

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
<th>Add Scope of Services selection here</th>
<th>Add Location(s) selection here</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are moving to a new facility in 2018-19, and will be financing over $500,000 in the renovation and repair of that facility to ensure its cleanliness and safety. We will also be creating a new safety plan for the new facility prior to student occupancy.

Campus clean up and repair/renovation, installing shade and more greenery.

**Budgeted Expenditures**
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

| Goal 3 |

3) STANDARDS ALIGNED INSTRUCTION: All teachers are proficient at developing common core-aligned units of study anchored by performance tasks.

| State and/or Local Priorities addressed by this goal: |

State Priorities:  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities:  

| Identified Need: |

Teachers need continued professional development, and especially planning time to create standard-based, constructivist, culturally responsive curriculum. Finally, with the publication of the NGSS, we need to make sure teachers have time to unpack and plan for aligned science instruction.

| Expected Annual Measurable Outcomes |

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard alignment of unit and lesson plans</td>
<td>&gt;95% of student learning experiences in all core content areas are aligned to standards</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards</td>
<td>&gt;95% of student learning experiences in all content areas demonstrate strong alignment to state standards</td>
</tr>
</tbody>
</table>

85% of students report that classroom objectives are clearly
Planned Actions / Services

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

**Action 1**

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

<table>
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<tr>
<td>All</td>
<td>All Schools</td>
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</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
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<tbody>
<tr>
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<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing CCSS professional development: faculty meeting and alternating other weeks between department and grade-level meetings). Principal to provide guidance on outcomes for those dept</td>
</tr>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing CCSS professional development: faculty meeting and alternating other weeks between department and grade-level meetings). Principal to provide guidance on outcomes for those dept</td>
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<tr>
<td>Unchanged Action</td>
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</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

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<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing CCSS professional development: faculty meeting and alternating other weeks between department and grade-level meetings). Principal to provide guidance on outcomes for those dept</td>
</tr>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>
meetings. (e.g. common assessments, cored projects. Etc.)

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

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)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

Select from New, Modified, or Unchanged for 2019-20

| Modified Action |

**2017-18 Actions/Services**

**CCSS-Aligned Curriculum**
- Stipend teachers for NGSS and CCSS-aligned unit development in the summer and monthly unit reviews and lesson tuning protocols

**2018-19 Actions/Services**

**CCSS-Aligned Curriculum**
- Stipend teachers for NGSS and CCSS-aligned unit development in the summer and monthly unit reviews and lesson tuning protocols

**2019-20 Actions/Services**

**CCSS-Aligned Curriculum**
- Set a goal that all summative assessments are aligned to standards, and have department heads take a leadership role in supporting assessment design and collaborative data analysis
- Implementation of CCSS-aligned writing rubrics
- Purchase of CCSS-aligned curricular materials

- Implementation of CCSS-aligned writing rubrics
- Purchase of CCSS-aligned curricular materials

- and student work analysis to evaluate standards alignment and rigor in a more ongoing fashion.
- Implementation of CCSS-aligned writing rubrics across all content areas
- Purchase of CCSS-aligned benchmark assessment system that allows teachers to more systematically track student mastery
- Require teachers to post student-friendly, engaging statements of learning expectations

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
</tr>
<tr>
<td>Amount</td>
<td>$289,763</td>
<td>$295,330</td>
<td>$188,725</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 4

4) COURSE ACCESS: All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. ELL, FRPM-eligible, foster youth, and ethnic subgroups are proportionally represented and achieving in advanced math courses.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Although we don’t have any severely underrepresented subgroups in our advanced courses, there are small gaps among some of our subgroups (FRL, African-American, and Hispanic) and we would like to reach at least proportional representation within the next two years.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% EL students taught by EL certified teacher</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Proportional subgroup representation in advanced math classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Three significant subgroups are placed in advanced courses at slightly disproportionally lower rates than their total percent of the population: African American (-2%), Hispanic (-5%), and FRL (-5%), but all are within 5% of the overall population size. White, Asian, and &quot;two or more races&quot; are placed in advanced courses at disproportionally higher rates than their overall population size.</td>
<td>• Percent of ELL, FRPM-eligible, foster youth, and traditionally underserved ethnic subgroups in advanced math classes is within 5% of total percent of student population</td>
<td>• Percent of ELL, FRPM-eligible, foster youth, and traditionally underserved ethnic subgroups in advanced math classes is within 2% of total percent of student population</td>
<td>• Percent of ELL, FRPM-eligible, foster youth, and traditionally underserved ethnic subgroups in advanced Math classes is equal to total percent of student population.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  
[Add Location(s) selection here]

**OR**

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

English Learners  
Foster Youth  
Low Income  
LEA-wide  
Schoolwide  
All Schools

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

- Modified Action

**Select from New, Modified, or Unchanged for 2018-19**

- Modified Action

**Select from New, Modified, or Unchanged for 2019-20**

- Modified Action

### 2017-18 Actions/Services

- SIS course enrollment review: Annually evaluate the effectiveness of course assignments and impact on kids, and modify course offerings accordingly.
- Based on current year analysis: De-track ELA program
- Change math pathway to traditional pathway and re-assess all students to determine appropriate math placement

### 2018-19 Actions/Services

- SIS course enrollment review: Annually evaluate the effectiveness of course assignments and impact on kids, and modify course offerings accordingly.
- Annually re-assess students with supplemental assessment for students on the cusp of advanced placement to ensure accurate placement.

### 2019-20 Actions/Services

- SIS course enrollment review: Annually evaluate the effectiveness of course assignments and impact on kids, and modify course offerings accordingly.
- Annually re-assess students with supplemental assessment for students on the cusp of advanced placement to ensure accurate placement.

### Budgeted Expenditures
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- [Add Students to be Served selection here]
- [Add Location(s) selection here]

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- English Learners
- Foster Youth
- Low Income
- LEA-wide
- Schoolwide
- All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

**Manage course offerings and enrollment:**

- Conduct bi-annual course enrollment reviews to monitor enrollment of underrepresented groups in advanced courses.

### 2018-19 Actions/Services

**Manage course offerings and enrollment:**

- Conduct bi-annual course enrollment reviews to monitor enrollment of underrepresented groups in advanced courses.

### 2019-20 Actions/Services

**Manage course offerings and enrollment:**

- Conduct bi-annual course enrollment reviews to monitor enrollment of underrepresented groups in advanced courses.
### Year 2017-18
| Budget Reference | Books And Supplies Included in Goal 3 |

### Year 2018-19
| Budget Reference | Books And Supplies Included in Goal 3 |

### Year 2019-20
| Budget Reference | Books And Supplies Included in Goal 3 |

### Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide
- Schoolwide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

### 2017-18 Actions/Services
- Monitor student achievement:
  - CELDT and Interim assessment (SBAC Interim assessments/Illuminate item bank) student Achievement data review to systematically track progress of students, particularly those in enrichment/remediation classes.
  - Supplemental support for students on performance cusp: extra block

### 2018-19 Actions/Services
- Monitor student achievement:
  - ELPAC, Interim assessment (SBAC Interim assessments/Illuminate item bank) student Achievement data review to systematically track progress of students, particularly those in enrichment/remediation classes.
  - Supplemental support for students on performance cusp:

### 2019-20 Actions/Services
- Monitor student achievement:
  - ELPAC, Interim assessment (SBAC Interim assessments/Illuminate item bank) student Achievement data review to systematically track progress of students, particularly those in enrichment/remediation classes.
  - Supplemental support for students on performance cusp:
of math or ELA during majors and electives, online adaptive instruction to fill skill gaps, teacher office hours

extra block of math or ELA during majors and electives, online adaptive instruction to fill skill gaps, teacher office hours

extra block of math or ELA during majors and electives, online adaptive instruction to fill skill gaps, teacher office hours

- Adopt an online program to support math progress and hope to see more students accelerating their progress and achieving advanced placement while in middle school, or at least graduating 8th grade having completed Algebra.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies Included in Goal 3</td>
<td>4000-4999: Books And Supplies Included in Goal 3</td>
<td>4000-4999: Books And Supplies Included in Goal 3</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services
- Teacher professional development: making rigorous content accessible to all

### 2018-19 Actions/Services
- Teacher professional development: making rigorous content accessible to all

### 2019-20 Actions/Services
- Teacher professional development: making rigorous content accessible to all

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>(Select from New Goal, Modified Goal, or Unchanged Goal)</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 5
5) PARENT ENGAGEMENT: The City School parents and guardians are engaged as partners in their child’s education and feel connected to and welcome at the school.

State and/or Local Priorities addressed by this goal:
State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Identified Need:
Parents are integral to student success, both through their support of their own children, and through their involvement with and leadership in the school. We are constantly trying to make it easier and more appealing to parents to be involved in the school, communicate with teachers and administrators, and engage in education that supports their parenting.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of parent favorable ratings on:</td>
<td>Maintain or exceed baseline ratings</td>
<td>Maintain or exceed baseline ratings</td>
<td>Maintain or exceed baseline ratings</td>
<td>Maintain or exceed baseline ratings</td>
</tr>
<tr>
<td>• climate of support for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• knowledge and fairness of discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sense of belonging/connectedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>(including by subgroup)</td>
<td>98% sense of belonging/connectedness (97% Af-Am, 98% Hisp, 99% white, 96% FRL, 100% SPED)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| All | All Schools |

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-to-parent communication and leadership</td>
<td>Parent-to-parent communication and leadership</td>
<td>Parent-to-parent communication and leadership</td>
</tr>
</tbody>
</table>

Modified Action

Modified Action

Modified Action
- Update the parent directory to support inter-parent communication
- Parent Education and Engagement Committee to develop monthly parent education and outreach (in person and/or through video vignettes)
- Maintain monthly parent council meetings and work to diversify membership
- Work with Parent Council so that a parent summarizes and shares notes from meetings

- Update the parent directory to support inter-parent communication
- Maintain the Parent Diversity Committee to develop quarterly student and parent education
- Maintain monthly parent council meetings and work to diversify membership
- Work with Parent Council so that a parent summarizes and shares notes from meetings

- Update the parent directory to support inter-parent communication
- Explore strategies to increase the cohesion of the parent council through community building, develop them as representatives to the community, and ensure that they have voice in the school.
- Maintain monthly parent council meetings and work to diversify membership
- Work with Parent Council so that a parent summarizes and shares notes from meetings

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

#### 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)

[*Add Students to be Served selection here]*

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[*Add Scope of Services selection here]*

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[*Add Location(s) selection here]*
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-parent engagement and communication</strong></td>
<td><strong>School-parent engagement and communication</strong></td>
<td><strong>School-parent engagement and communication</strong></td>
</tr>
<tr>
<td>- Maintain weekly principal newsletters and monthly principal chats</td>
<td>- Maintain weekly principal newsletters and monthly principal chats</td>
<td>- Continue implementation of Parent Square and analyze data on to get a better understanding of usage, and make adjustments (by setting creating staff-wide agreements) to ensure priority communications are received and read by stakeholders.</td>
</tr>
<tr>
<td>- Require teachers to update grades on a bi-weekly basis.</td>
<td>- Require teachers to update grades on a bi-weekly basis.</td>
<td>- Require teachers to update grades on a bi-weekly basis.</td>
</tr>
<tr>
<td>- Teachers make unit plans available to students and parents based on previously established norms for sharing unit information/ instructional content with families.</td>
<td>- Teachers make unit plans available to students and parents based on previously established norms for sharing unit information/ instructional content with families.</td>
<td>- Teachers make unit plans available to students and parents based on previously established norms for sharing unit information/ instructional content with families.</td>
</tr>
<tr>
<td>- Additional parent training on Edmodo and Illuminate - how to use, when to use, &quot;healthy ways to use&quot; the sites that balance being informed and letting your kids be responsible</td>
<td>- Additional parent training on Google Education and Illuminate - how to use, when to use, &quot;healthy ways to use&quot; the sites that balance being informed and letting your kids be responsible</td>
<td>- Additional parent training on Google Education and Illuminate - how to use, when to use, &quot;healthy ways to use&quot; the sites that balance being informed and letting your kids be responsible</td>
</tr>
<tr>
<td>- Monthly departmental updates on curriculum and instruction, particularly want alerts on group projects that they are doing.</td>
<td>- Monthly departmental updates on curriculum and instruction, particularly want alerts on group projects that they are doing.</td>
<td>- Monthly departmental updates on curriculum and instruction, particularly want alerts on group projects that they are doing.</td>
</tr>
<tr>
<td>- Redesign website to have more up to date info (like Principal's weekly emails) and summaries of meeting information</td>
<td>- Maintain redesigned website to keep up to date info (like Principal's weekly emails) and summaries of meeting information</td>
<td>- Maintain redesigned website to keep up to date info (like Principal's weekly emails) and summaries of meeting information</td>
</tr>
</tbody>
</table>
- Maintain redesigned website to keep up to date info (like Principal's weekly emails) and summaries of meeting information

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Budget</strong></td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
- [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- [Add Location(s) selection here]

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
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide
- Schoolwide
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain</td>
<td>Sustain and expand the Parent Diversity Committee to support more inclusive parent leadership, a more culturally responsive student culture, and increased diversity in the student body.</td>
<td>Sustain and expand the Parent Diversity Committee to support more inclusive parent leadership, a more culturally responsive student culture, and increased diversity in the student body.</td>
<td>Relaunch Parent Diversity Committee to support more inclusive parent leadership, a more culturally responsive student culture, and increased diversity in the student body.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No cost</td>
<td>No cost</td>
<td>No cost</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Modified Goal

Goal 6

6) STUDENT ACADEMIC ACHIEVEMENT: Annually, all TCS subgroups will demonstrate "significant increase" (at least a 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating. Subgroups meeting or exceeding Level 3 will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at a High Level 3 or above.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC Scale Scores</td>
<td>See above &quot;Identified Need&quot;</td>
<td>• The City School school-wide average will remain Very High in ELA and High in Math,</td>
<td>• The City School school-wide average will remain Very High in ELA and High in Math,</td>
<td>TCS subgroups will demonstrate &quot;significant increase&quot; (at least a 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating.</td>
</tr>
<tr>
<td>SBC Participation rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
  - [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  - [Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>LEA-wide</th>
<th>All Schools</th>
</tr>
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<tbody>
<tr>
<td>Foster Youth</td>
<td>Schoolwide</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>Low Income</td>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

**Assessments:**

- Implement SBAC and/or teacher-created interim assessments in Math, ELA and Science 3 times annually and analyze subgroup data to monitor student progress toward proficiency
- Implement CAASPP assessments annually and analyze data by subgroup
- Systematically collect home language survey and implement ELL diagnostic and administer the CELDT annually to all ELL students
- Re-assess all students for appropriate placement in Math

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- Implement CAASPP assessments annually and analyze data by subgroup
- Systematically collect home language survey and implement ELL diagnostic and administer the ELPAC annually to all ELL students
- Re-assess all students for appropriate placement in Math

- Adopt an internal benchmarking system, and use it to monitor and respond to student growth, and also track the impact of our intervention classes
- Implement CAASPP assessments annually and analyze data by subgroup
- Systematically collect home language survey and implement ELL diagnostic and administer the ELPAC annually to all ELL students
- Re-assess all students for appropriate placement in Math and to determine intervention priorities
and to determine intervention priorities

and to determine intervention priorities

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies</td>
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<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Reference</td>
<td>Included In Goal 3</td>
<td>Included In Goal 3</td>
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</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

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)

<table>
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<th>Scope of Services:</th>
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<tbody>
<tr>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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<tr>
<th>2017-18 Actions/Services</th>
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</tr>
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<tbody>
<tr>
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Select from New, Modified, or Unchanged for 2018-19

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<tr>
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Select from New, Modified, or Unchanged for 2019-20

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<tr>
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<th>Data reporting and analysis:</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
- ELA and Math Department Chairs to lead data reporting and analysis for all teachers
- Run quarterly achievement reports on all outcome objectives to monitor progress
- Teacher professional development on data analysis, differentiation, and intervention strategies
- Conduct bi-annual grade assessment to identify and intervene with all students receiving less than a C, and to gauge accuracy of teacher grades against standardized benchmarks.

- Director of Student Achievement to manage data reporting and analysis
- Run quarterly achievement reports on all outcome objectives to monitor progress
- Teacher professional development on data analysis, differentiation, and intervention strategies
- Conduct bi-annual grade assessment to identify and intervene with all students receiving less than a C, and to gauge accuracy of teacher grades against standardized benchmarks.

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- All
- [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- [Add Location(s) selection here]

OR
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Foster Youth
Low Income
[Add Students to be Served selection here]
LEA-wide
Schoolwide
[Add Scope of Services selection here]
[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Actions/Services
Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Actions/Services
Select from New, Modified, or Unchanged for 2019-20

- Modified Action

2017-18 Actions/Services

- Student support
  - Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours
  - Provide after school enrichment and intervention, subsidized for FRPL students
  - Increase support for teachers to provide more effective intervention and instruction to students with IEPs and 504s.
  - Implement online Math intervention program

2018-19 Actions/Services

- Student support
  - Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours
  - Provide after school enrichment and intervention
  - Increase support for teachers to provide more effective intervention and instruction to students with IEPs and 504s.
  - Implement online Math intervention program

2019-20 Actions/Services

- Student support
  - Strengthen SPED team with two new full-time RSP teacher and redesign our MTSS framework this year as well.
  - Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours
  - Provide after school enrichment and intervention
  - Increase support for teachers to provide more effective intervention and instruction to students with IEPs and 504s.
  - Implement enrichment resources for students who are accelerated or finish work early
<table>
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<tr>
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<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
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<td>1000-1999: Certificated Personnel Salaries Included in Goal 1</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Modified Goal</th>
</tr>
</thead>
</table>

Goal 7

7) ELL ACHIEVEMENT: ELL Students making progress toward English proficiency: 90% of students progress at least one level on the ELPAC annually. All ELL student progress toward RFEP each year. 100% of 6th grade cohort at level 3 or 4 on ELPAC and/or RFEP by 8th grade

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

TCS only has 3 ELL students in 2016-17. One of them is new to the school,

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% progressing on CELDT</td>
<td>Not a significant subgroup</td>
<td>• 90% of students progress at least one level on the CELDT OR ELPAC Initial Identification Assessments annually</td>
<td>• 90% of students progress at least one level on the ELPAC Initial Identification Assessments annually annually</td>
<td>• 90% of students progress at least one level on the ELPAC Initial Identification Assessments annually annually</td>
</tr>
<tr>
<td>% progressing to RFEP</td>
<td></td>
<td>• 100% of student progress</td>
<td>• 100% of student progress</td>
<td>• 100% of student progress</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

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<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
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<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
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<tbody>
<tr>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide Schoolwide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

- Identify and assess students:
  - Identify language learners and track progress

#### 2018-19 Actions/Services

- Identify and assess students:
  - Identify language learners and track progress

#### 2019-20 Actions/Services

- Identify and assess students:
  - Identify language learners and track progress
- Systematically collect home language survey and implement ELL diagnostic
- Administer the ELPAC Initial Identification Assessments annually to all ELL students
- Implement data analysis system to capture all RFEP requirements and track student progress toward meeting requirements

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</table>

### 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)
  - [Add Students to be Served selection here]

- **Location(s):**
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  - [Add Location(s) selection here]

**OR**

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

- **Students to be Served:**
  - (Select from English Learners, Foster Youth, and/or Low Income)
  - English Learners

- **Scope of Services:**
  - (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - LEA-wide
  - Schoolwide

- **Location(s):**
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Student support</strong></td>
<td><strong>Student support</strong></td>
<td><strong>Student support</strong></td>
</tr>
<tr>
<td>- Teacher professional development on language development strategies</td>
<td>- Teacher professional development on language development strategies</td>
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</tr>
<tr>
<td><strong>Student support</strong></td>
<td><strong>Student support</strong></td>
<td><strong>Student support</strong></td>
</tr>
<tr>
<td>- Provide online adaptive ELL program</td>
<td>- As needed, offer language development course during majors and electives</td>
<td>- As needed, offer language development course during majors and electives</td>
</tr>
<tr>
<td>- As needed, offer language development course during majors and electives</td>
<td></td>
<td>- Incorporate NewELA and lexile data from benchmark assessment (TBD) to create leveled reading resources for students.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

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Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

---

**Goal 8**

8) Student Engagement
Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism <8% chronic absenteeism.

Low Pupil Suspension Rates: Reduce pupil suspension rates to <1.5% (Low or Very Low) and either maintain or decrease from there. Maintain pupil expulsion rates below 1%. Achieve proportional suspension rates across sub-groups.

Student Perception of School Climate: 85% of students rate overall satisfaction 4 or 5, ratings are 90th percentile or above compared to national norm

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

---

**Identified Need:**

Our attendance rate is strong overall (over 95%), but we currently have a 9% chronic absentee rate school-wide, with disproportional across all subgroups. We need to reduce chronic absenteeism overall. Suspensions (see data below under "Baseline") have declined to 1% of population (down from 3%). In order to further support students we need to reinforce our counseling services for students with special needs to prevent suspendable offenses when possible.
## Expected Annual Measurable Outcomes

### Metrics/Indicators

<table>
<thead>
<tr>
<th>% chronic absenteeism all school and by subgroup</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate</td>
<td>96%</td>
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</tr>
<tr>
<td>Dropout rate</td>
<td>12%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
<td>&lt;8%</td>
</tr>
<tr>
<td>Suspension and Expulsion Rates all school and by subgroup</td>
<td>12%</td>
<td>chronic absenteeism. Students with special need are disproportionately absent (+13%), as are language learners (+7%) All other subgroups demonstrate proportional rates of attendance.</td>
<td>Reduce pupil suspension rates to &lt;1.5% (Low or Very Low)</td>
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</tr>
<tr>
<td>Student satisfaction ratings</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pupil suspension rates of 3% and expulsion rates 0%</td>
<td>0%</td>
<td>0%</td>
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</tr>
<tr>
<td>Suspension rates are disproportionately high for</td>
<td>0%</td>
<td>0%</td>
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</tr>
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### Student survey feedback:

- 80% of students rate culture and climate favorably
- 80% rate educational

---

### Expected Annual Measurable Outcomes

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### Expected Annual Measurable Outcomes

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### Expected Annual Measurable Outcomes

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<thead>
<tr>
<th>% chronic absenteeism all school and by subgroup</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>12%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
<td>&lt;8%</td>
</tr>
<tr>
<td>Suspension and Expulsion Rates all school and by subgroup</td>
<td>12%</td>
<td>chronic absenteeism. Students with special need are disproportionately absent (+13%), as are language learners (+7%) All other subgroups demonstrate proportional rates of attendance.</td>
<td>Reduce pupil suspension rates to &lt;1.5% (Low or Very Low)</td>
<td>Maintain pupil suspension rates &lt;1.5% (Low or Very Low)</td>
</tr>
<tr>
<td>Student satisfaction ratings</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pupil suspension rates of 3% and expulsion rates 0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Suspension rates are disproportionately high for</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Student survey feedback:

- 80% of students rate culture and climate favorably
- 80% rate educational
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>special needs students (18% higher), Hispanic students (13% higher) and students with two or more races (4% higher). Special Education students are not disproportionately suspended.</td>
<td></td>
<td>excellence favorably</td>
<td>excellence favorably</td>
<td>excellence favorably</td>
</tr>
<tr>
<td>Student survey feedback:</td>
<td></td>
<td>• 90% favorably rated the climate of support for academic learning (teachers going out of their way to help students) = &gt;90th percentile nationwide</td>
<td>• 90% favorably rated the climate of support for academic learning (teachers going out of their way to help students) = &gt;90th percentile nationwide</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• 85% favorably rate their sense of belonging/connectedness = 99th percentile nationwide</td>
<td>• 85% favorably rate their sense of belonging/connectedness = 99th percentile nationwide</td>
<td>• 85% favorably rate their sense of belonging/connectedness = 99th percentile nationwide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 85% favorably rate their sense of belonging/connectedness = 99th percentile nationwide</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

---

#### Metrics/Indicators

- **Baseline**
  - 90th percentile nationwide
  - 80% favorably rate their sense of belonging/connectedness = 99th percentile nationwide

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90th percentile nationwide</strong></td>
<td>80% favorably rate their sense of belonging/connectedness</td>
<td>99th percentile nationwide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suspension Rates by subgroup (%)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2015%</th>
<th>As % of Population</th>
<th>As % Suspe</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>11%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>FRL</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Page 108 of 140
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide an engaging and supportive program</td>
</tr>
<tr>
<td>• Provide all students with an engaging, applied project- and internship-based program of study</td>
</tr>
<tr>
<td>• Implement an advisory curriculum that supports student social emotional and behavioral development</td>
</tr>
<tr>
<td>• Expand restorative justice program</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</tr>
</thead>
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</table>

<table>
<thead>
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</tr>
</thead>
<tbody>
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</tr>
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<tr>
<td>• Expand restorative justice program</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
</tr>
<tr>
<td>2018-19</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
</tr>
<tr>
<td>2019-20</td>
<td>4000-4999: Books And Supplies Included in Goal 4</td>
</tr>
</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

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

Select from New, Modified, or Unchanged for 2017-18

- Monitor and intervene on attendance and behavior:
- Monthly analysis of Illuminate attendance and behavior data by subgroup
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as needed)
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys

Select from New, Modified, or Unchanged for 2018-19

- Monitor and intervene on attendance and behavior
- Monthly analysis of Illuminate attendance and behavior data by subgroup
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as needed)
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys

Select from New, Modified, or Unchanged for 2019-20

- Monitor and intervene on attendance and behavior
- Monthly analysis of Illuminate attendance and behavior data by subgroup
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as needed)
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
</tbody>
</table>

**Action 3**

---

Page 110 of 140
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)

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Modifiable Action</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

- Teacher professional development on behavior management, alternatives to suspension, and growth mindset
  - Teacher professional development on behavior management, alternatives to suspension, and growth mindset
  - Implementation of newly developed 6-8 vertically articulated SEL outcomes matrix

2018-19 Actions/Services

- Revisit supervision plan to ensure that students safety is overseen on all parts of the campus.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
<td>5000-5999: Services And Other Operating Expenditures Included in Goal 1</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 9</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 10

State and/or Local Priorities addressed by this goal:

| State Priorities: | Local Priorities: |

Identified Need:

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

Expected Annual Measurable Outcomes

Planned Actions / Services

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

| Action 1 | OR |

Actions/Services

Budgeted Expenditures
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$345,841</td>
<td>10.18%</td>
</tr>
</tbody>
</table>

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).

Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP.

---

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$323,209</td>
<td>10.26%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$205,817</td>
<td>4.94%</td>
</tr>
</tbody>
</table>

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).
Our calculations suggest the following concentrated and supplemental allocations for unduplicated student counts:

We do not anticipate receiving the Concentration Grant, as we have under 55% unduplicated students. As described in more detail under C., below, we have identified categories of actions and expenditures that will be effective for those students falling into unduplicated categories (we currently have no foster youth, only 2 English language learners, <1%, and 22% FRPL.). Given these proportions, and our commitment to providing an equitably rigorous, rich, and world-class learning experience for all students, most of our actions and expenditures are being applied on a charter-wide basis.

We are committed to meeting the needs of all of our students. As a result, we have expenditures for specific actions that support these student populations, including:

- Technology for academic intervention and support
- After school enrichment and intervention programs
- Rich student life activities including overnight field trips at no cost to FRPL students
- Counseling support for students
- Free and reduced priced breakfast and lunch service

We have focused on these categories of expenditures as the most effective use of funds to meet our goals for unduplicated pupils. For the first three categories (technology, after school, and student life), these are services that benefit all students and are core parts of our academic program, and which we believe are also of particular benefit to the unduplicated subgroups of students, as they provide the rich, supportive, and differentiated learning experience that should be accessible to all students, regardless of background. The additional categories of expenditures, (counseling and free or reduced meals) are particularly critical to students from low-income households who may need nourishment available to support their readiness to learn, and/or for students who have experienced substantial adverse childhood experiences (ACES) and may need additional support in order to develop appropriate social and emotional skills, and meet the behavioral and academic performance expectations at the school.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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.
- **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.
- **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.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  
  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

**Priority 1: Basic Services** addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: **School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: **Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: **Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: **Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. **Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified?

Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
# LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.*
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<td>45,539.00</td>
<td>2,910,296.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<tbody>
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<td>Goal 1</td>
<td>3,101,812.00</td>
<td>1,358,109.00</td>
<td>2,725,512.00</td>
<td>3,101,812.00</td>
<td>1,384,904.00</td>
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<td>Goal 2</td>
<td>234,653.00</td>
<td>55,276.00</td>
<td>244,978.00</td>
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<td>114,871.00</td>
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<td>295,330.00</td>
<td>291,112.00</td>
<td>289,763.00</td>
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<td>188,725.00</td>
<td>773,818.00</td>
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<td>21,420.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
## Expenditures Contributing to Increased/Improved Requirement by Funding Source

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