

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District

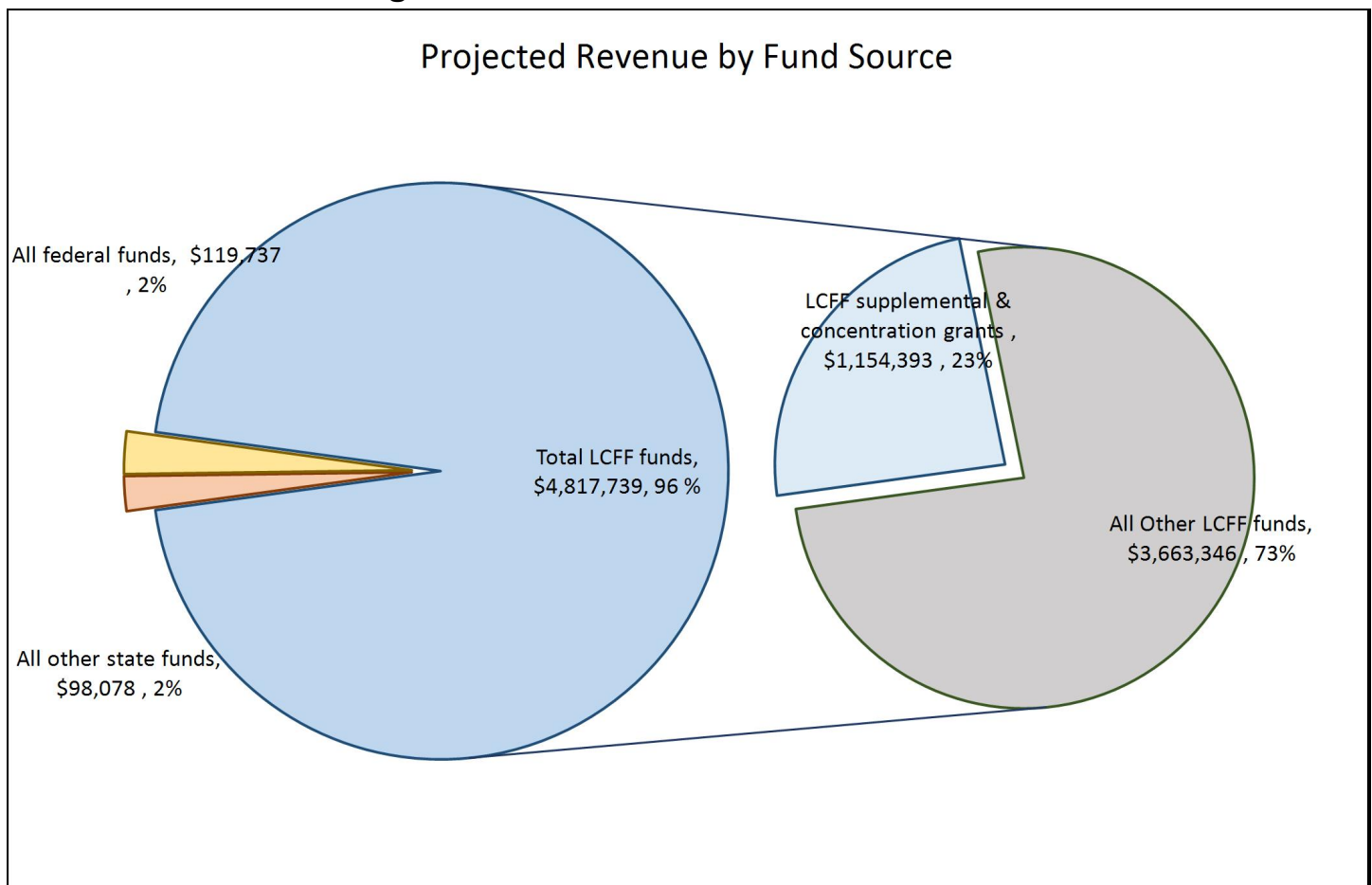
CDS Code: 6042725

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Myra Machuca, 209-933-7260, mmachuca@stocktonusd.net, principal

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

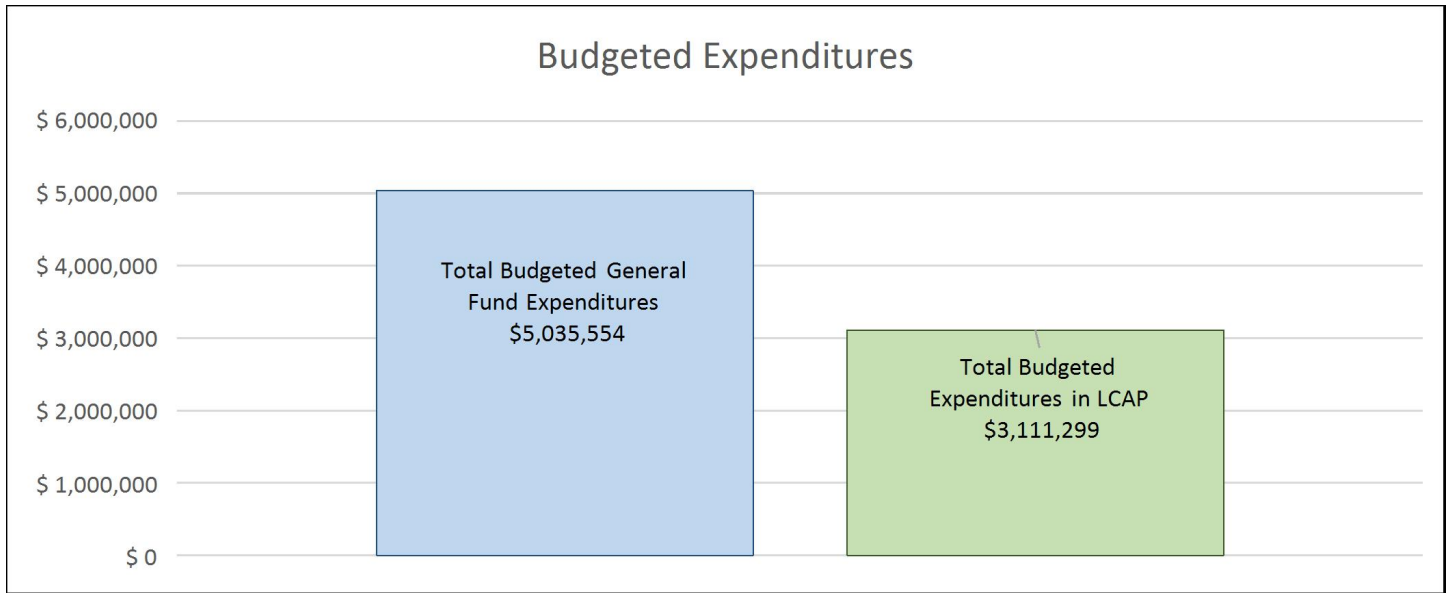


This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Stockton Unified School District is \$5,035,554, of which \$4,817,739 is Local Control Funding Formula (LCFF), \$98,078 is other state funds, \$0 is local funds, and \$119,737 is federal funds. Of the \$4,817,739 in LCFF Funds, \$1,154,393 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 Stockton Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Stockton Unified School District plans to spend \$5,035,554 for the 2019-20 school year. Of that amount, \$3,111,299 is tied to actions/services in the LCAP and \$1,924,255 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for Principal, Assistant Principal, Teacher on Special Assignment, Program Specialist, majority of custodians, clerical, noon duty, campus security, facilities costs, fiscal oversight fees, central office services fees, postage, duplicating, maintenance agreements, office supplies, custodial supplies, license agreements; portions of instructional supplies, non-instructional supplies, non-capital equipment.

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

In 2019-20, Stockton Unified School District is projecting it will receive \$1,154,393 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District 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, Stockton Unified School District plans to spend \$ on actions to meet this requirement.

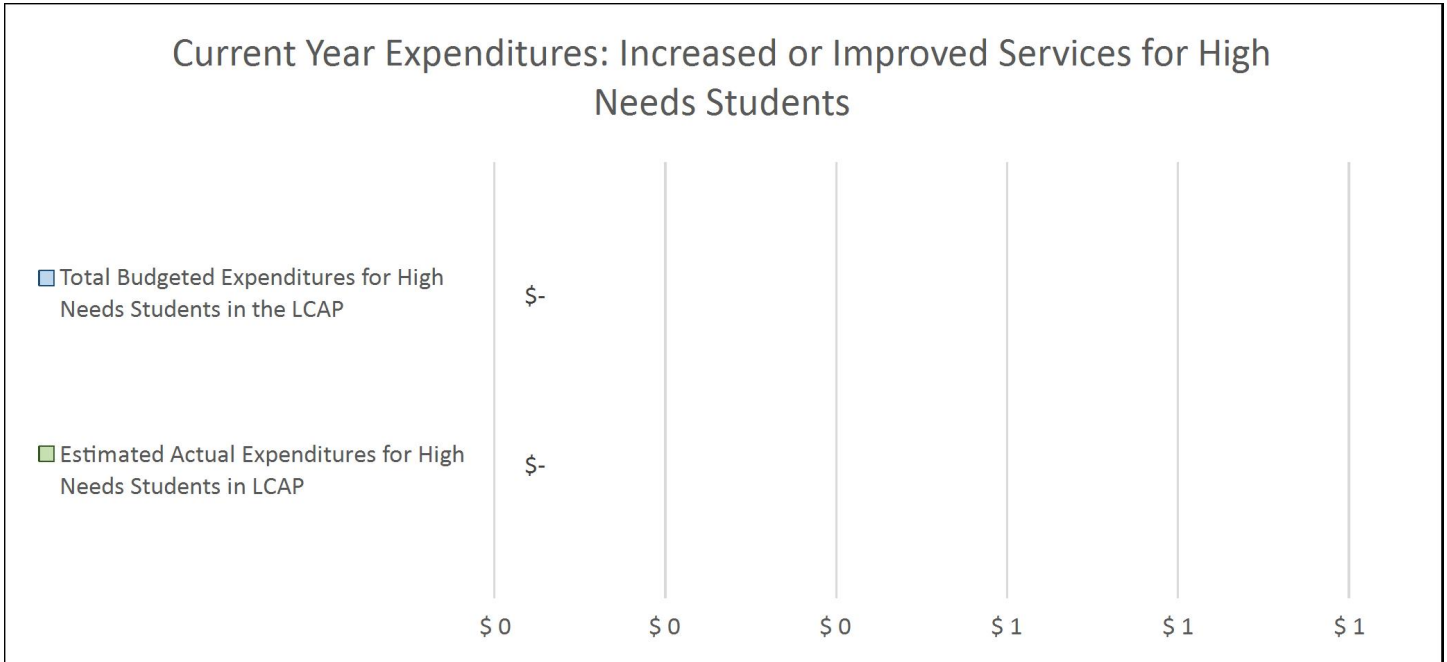
The additional improved services described in the LCAP include the following:

The District has evaluated its student needs using the California School Dashboard and other metrics that develop our District-wide profile of need and achievement. The District has established a banded rate for its per site allocation for Supplemental and Concentration, which provides additional resources per student for schools of high need. This allocation is also supplemented by Title I allocations to all sites as well. The District has also revised the allocation methodology of counselors, instructional coaches, assistant principals, to provide ALL schools with additional supplemental support with direct affect to

classroom performance outcomes for teachers and students, in addition to professionals that are able to support school climate, socio-emotional, and academic support to students and their families. Previously the District's allocation was based on individual site funding and prioritization of positions based on funding/strategies. The District has taken an intentional approach to these areas to move in a direction of equity for all schools in these areas. The differences of the estimated actual expenditures and total budgeted expenditures impacted the actions and services and the overall increased or improved services for high needs students in 2018-2019 due to late hires and cost projections being less than expected for resources and services. Students received the actions and services that were planned in the LCAP, however, some increased services were not able to be provided right when school started, such as increased counselor services, instructional coaches, and behavior intervention support due to staff being hired after school started, thus, a delay occurred in providing increased direct services to students. Increased Behavior Intervention support and healthy start coordinator services were slightly impacted as building the department's capacity to provide direct support to unduplicated students did not grow to the level desired as finding qualified candidates to fill positions proved to be more difficult than expected. Some staff were not able to partake in professional development opportunities at times due to difficulty in filling teacher positions with substitute teachers, which in turn directly impacted the instructional staff member's ability to increase the effectiveness of the instructional services they were providing aligned with professional learning outcomes.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District 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, Stockton Unified School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Stockton Unified School District estimates that it will actually spend \$ 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
Stockton Unified School District	Myra Machuca, 209-933-7260, mmachuca@stocktonusd.net principal	csloan@stocktonusd.net 209-933-2739

2017-20 Plan Summary

The Story

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

Nightingale Charter School is a district-dependent charter in the Stockton Unified School District (SUSD) that enrolls about 450 students in kindergarten through eighth grade in south Stockton. Students who are enrolled receive priority enrollment in the subsequent year. Siblings of students who are currently enrolled will also receive priority enrollment status. The school's current and projected population is composed of a largely Hispanic and socio-economically disadvantaged population. Many of our students are "high-need students" - students at risk of educational failure, including students living in poverty, who are achieving far below grade level, and who are English Learners.

Nightingale Charter's Hispanic (77.3%) and English Learner (23.5%) populations are higher than SUSD's Hispanic (67.3%) and English Learner (20.5%) populations. Most of our students come from families with large economic and social needs. The majority of students (88.8%) qualify for the federal Free or Reduced Price Meals program. Many come from home environments where educational success may not have been fully realized and the families' ability to assist and support their children's academic achievements is limited.

At Nightingale Charter School, we recognize that many other outside factors faced by our student population can, and do, have a profound effect on academic performance. Such factors include, but are by no means limited to the following: history of parental incarceration, dependence on social welfare, continuous state of family crises, anger management issues, lack of counseling and health-care availability, lack of first-language literacy, and responsibilities at home as caregivers and/or wage-earners. In addition, Nightingale Charter's attendance area has a high crime rate, destructive gang activities, transient student population, and a significant problem with illicit drug distribution and use. As a result of these factors, many students are unable to succeed and indeed fall far short of

achieving even average academic improvement under a traditional “one-size-fits-all” top-down educational system.

It is our goal and mission at Nightingale Charter School to provide vigorous competition within the public school system by developing a program that is innovative, rigorous, and relevant in preparing our students for higher education and career in the 21st century. True attempts at providing a meaningful education for our target students lie in creating systems that are unfettered by centralized policies; recognize both academic and nonacademic barriers to student achievement; create and implement innovative, research-based instructional plans to surmount and overcome those barriers; and receive the financial and structural support necessary to carry them out.

LCAP Highlights

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

Nightingale Charter School has increasingly improved on the alignment of the Local Control Accountability Plan (LCAP) to ensure the processes and systems from various plans and activities are captured under one document and communicate effectively to aid in providing one common voice. The key features of our current LCAP address the large categories of Student Achievement, Safe and Healthy Learning Environments, and Meaningful Partnerships.

Nightingale Charter will provide all students with high quality instruction and support access to rigorous and relevant curriculum to support college, career, and civic readiness. This will be accomplished by supporting teachers to utilize the Common Core Standards to design and implement Project-Based Learning (PBL) Units within the district-adopted Units of Study in Mathematics and English Language Arts. Student academic progress will be measured using common formative assessments as developed through the Professional Learning Community (PLC) process and summative assessments from district-adopted Unit Tests/Performance Tasks.

In addition to high quality instruction, Nightingale Charter will cultivate a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society. Staff will implement practices aligned with Positive Behavioral Interventions and Supports (PBIS) system and regularly review student performance data through the PLC process. The intent is to decrease the student suspension rate of all significant subgroups and increase student engagement and achievement.

Finally, Nightingale Charter will build meaningful partnerships with the families of its students and community entities to enhance student achievement and development of skills necessary to become successful members of society. This will be accomplished through providing information through family engagement events (e.g., Parent Coffee Hour, Parent-Teacher Conferences, Nightingale Academic Teams) and seeking input from family engagement committees (e.g., School Site Council, English Learner Advisory Committee). Additionally, Nightingale Charter will build partnerships with community entities to provide social-emotional support services for students.

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

Based on the LCFF Evaluation Rubrics (California School Dashboard), there are two areas of great progress to be focused on 1) English Learner progress and 2) Suspension rates

English Learner Progress:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) current English Learner Progress in ELA increased 12.3 points. For several years, SUSD has focused resources on English Learners; however, it does not compare to the efforts made in school year 2016-2017. During this school year, vast improvements in communication between the district's Language Development Office, school sites, district office, and with staff. Teachers, paraprofessionals, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework. In addition, the Language Development Office Instructional Specialists and Coaches have been reinvigorated in providing constructive and informative feedback and coaching to teachers and paraprofessionals in use of integrated and designated ELD strategies and best practices. Through these constructive conversations, teachers and paraprofessionals can make appropriate corrections timely and with enthusiasm to benefit the English Learners. The district's Language Development Office during school year 2017-2018 will continue to inform site administration of what integrated and designated ELD strategies look like in the classroom, provide hands on experiential professional learning, and support sites with interventions, strategies, and best practices to maximize efforts for English Learners to reclassify at their earliest chance possible.

Suspension Rates:

All student groups have declined significantly at -3.2% This includes English Learners (-1.9%), Socioeconomically Disadvantaged (-3.2%), Students With Disabilities (-8.1%), African American (-5.5%) and Hispanic (-2.4%). Although the African-American suspension rate has decreased significantly, it is still considered to be high at 3.4%.

Prior to the release of the Dashboard, Nightingale along with district administration have been actively monitoring and adjusting discipline responses including suspension and expulsions. The district has implemented and has been extremely proactive in Positive Behavior and Intervention Supports (PBIS) framework to include significant training to teachers, administrators and staff, developed a discipline toolkit, and using evidence based practices to address student behaviors and adult responses and interactions, such as restorative justice/practice. Nightingale will continue to actively work toward improving the suspension rates by an even greater focus on PBIS practices throughout all aspects of the school culture.

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

Based on the LCFF Evaluation Rubrics (California School Dashboard), Math and ELA are the only indicators Nightingale has a need for improvement.

Math Assessment Growth:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students maintained the same performance level of orange but made a slight increase of 2.6 in making progress toward meeting math standards. Four years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers. While some growth has been made, SUSD has decided to implement new curriculum for the upcoming school year in hopes of making greater academic gains. The increase in students making progress in math is also attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standards leading the teacher to adjust instruction thereby modifying student outcomes. Using the professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards.

English Language Arts Assessment Growth:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) ELA Assessment, Nightingale moved from the orange performance category to the yellow performance category. All students showed an increase of 8.3 points in making progress toward meeting English Language Arts standards. Four years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers. While some growth has been made, SUSD has decided to implement new curriculum for the upcoming school year in hopes of making greater academic gains. The increase in students making progress in math is also attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standards leading the teacher to adjust instruction thereby modifying student outcomes. Using the professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards.

District administration will continue to refine its support to school sites through clarification of expectations, identifying the providing resources and intervention strategies for students, refinement of professional learning communities, and the facilitation of professional learning of best practices and hand on experiential implementation of the standards aligned curriculum. More recently, the district’s Curriculum Department has decided to adopt all new ELA and Math curriculum to replace SUSD’s Units of Study. The vendors are currently training all teachers how to implement the

curriculum and will provide a follow-up day of training to answer any questions. Curriculum staff will also provide observation and coaching of teachers to aid in the improvement of first instruction.

As a result the district identified three areas that require improvement to facilitate positive results in student achievement, which will assist Nightingale in overcoming the identified areas of greatest need.

Improvement of Measuring Systems:

Improving the district's measuring systems will aid in reviewing the right data to better inform decisions relating to program/initiative implementation or discontinuation. Outside of overcoming staffing barriers, the district's Research and Accountability Department, State & Federal (LEA Plan and Single Plan for Student Achievement (SPSA)), and the Local Control Accountability Plan (LCAP) Coordinator plan to meet to sync the data elements of each plan's components to be better informed as decisions from the school sites and the various district departments make that affect student attainment of academic success. It is well understood phases will need to be implemented to ensure all stakeholders fully understand the data being accessed, how to replicate (pull) the data, and how to effectively and consistently analyze the data before another layer is provided.

Narrow the Focus of Initiatives/Programs:

The district has many different initiatives and/or programs being implemented or seeking to be implemented within the district. District administration will conduct an evaluation of district programs. The first step is to identify the specific initiatives/programs, assess the effectiveness to improve student achievement to the standards, and determine if the initiative/program is inclusive of all unduplicated students. Secondly, ensure district administration has a common understanding of the purpose/intent, cost, accountability, effectiveness and desired student outcomes. Finally, recommend to Cabinet level administration of the final list of initiatives/programs with guidance to school sites for use or transitioning as appropriate.

Increase the Implementation of Initiatives/Programs with Fidelity:

Resulting from the narrowed focus of initiatives/programs, strategic planning will be conducted and documented to ensure consistency in the roll-out and use of programs and activities that impact the student and their attainment of academic success. Through careful analysis of data, including having appropriate systems in place, the district will have verifiable and creditable data to provide recommendation of implementation, enhancement or discontinuation of initiatives/programs based on their level of implementation. Furthermore, by determining the level of fidelity, district administration can work with school sites who are not meeting the requirements for the initiatives/programs to develop action plans for adherence.

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

Based on the data from the LCFF Evaluation Rubrics, Nightingale does not meet the criteria for performance gaps; however, we will continue monitoring and measuring student progress for academic success.

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

Student Achievement

Nightingale Charter School will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.

18-19

Nightingale will use the Common Core Standards to structure and create Project Based Learning Units and Units of Studies in Mathematics and English Language Arts.

Actual

During the 2018-219 SY the instructional staff at Nightingale Charter provided all students with instruction from the units of study, our district adopted curriculum for English Language Arts and Math. Teachers also assessed students with the curriculum based task/ unit test, the district adopted curriculum units of studies that are aligned to the Common Core State Standards. Depending on the level of experience of teachers the amount of PBLs and UoS varies.

Expected

Baseline

Baseline (2015-2016):

103 ELA Units of Study

99 Math Units of Study

Data Source: SUSD Curriculum Department Unit of Study Master List

Metric/Indicator

State Priority 2B: 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?

18-19

Nightingale will maintain the percentage of English Learners receiving at minimum of 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD Site
Master Schedules, Synergy

Metric/Indicator

State Priority 4A: Statewide Assessments

18-19

To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)

Baseline

Baseline (2015-2016):

Actual

Nightingale Charter's English Learners receive a minimum of 30 minutes a day for students in K-6th and 50 minutes for students in 7th - 8th of designated English Language Development time to access the CCSS and ELD Standards. All students also have access to CCSS and ELD Standards through integrated English Language Development opportunities.

Nightingale Charter continues to increase in statewide assessments. According to the 2017 -2018 SY results; Nightingale Charter increased to 29% proficient in English Language Arts.

Nightingale Charter continues to increase in statewide assessments. According to the 2017 -2018 SY results; Nightingale Charter increased to 19% proficient in Mathematics.

Expected

22% SBAC ELA

18% SBAC Math

Data Source: CAASPP, SUSD Illuminate by PT School

Metric/Indicator

State Priority 4B: The Academic Performance Index

18-19

N/A

Baseline

Baseline (2014-2015):

The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.

Metric/Indicator

State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

18-19

N/A

Baseline

Baseline (2015-2016):

26%

Data Source: CALPADS

Metric/Indicator

State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any

Actual

The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.

Nightingale Charter is a K-8 school that does not have specific courses for students to complete for entrance requirements for a UC, or CSU, or a technical education career.

At Nightingale Charter the percentage of English Learners who make progress toward English proficiency as measured by the ELPAC continues to increase. The percentage of students making growth is as such:

Expected

subsequent assessment of English proficiency, as certified by the state board.

18-19

To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)

Baseline

Baseline (2015-2016):

AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

Data Source: CALPADS, CELDT

Metric/Indicator

State Priority 4E: The English learner reclassification rate.

18-19

To increase the English Learner reclassification rate. (Verified by Dataquest.)

Nightingale Charter BaselineXXXXXXXX

Baseline

Baseline (2015-2016):

8% English Learners redesignated

Data Source: Dataquest

Metric/Indicator

State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

18-19

N/A

Baseline

Actual

Level 4 Well Developed: 36%
Level 3 Moderately Developed: 33.6%
Level 2 Somewhat Developed: 216%
Level 1 Beginning Stage: 8.8%

Nightingale Charter has increased the percentage of English Learners from 8% in 2015-16 to 33% in 2018-19 who are reclassified as Fluent English Proficient.

Nightingale Charter is a K-8 school that does not have advanced placement examination.

Expected

Baseline (2015-2016):

32%

Data Source: College Board AP Exam

Metric/Indicator

State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

18-19

N/A

Baseline

Baseline (2015-2016):

21% SBAC/EAP ELA

13% SBAC/EAP Math

Data Source: CALPADS, SBAC/EAP in ELA and Math

Metric/Indicator

State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

18-19

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Actual

Nightingale Charter does not have pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Nightingale Charter offers a broad course of study. All courses are offered to all students grades PK-8 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts.

Expected

Data Source: CALPADS

Metric/Indicator

State Priority 7B: Programs and services developed and provided to unduplicated pupils.

18-19

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.

18-19

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Actual

Nightingale Charter offers a broad course of study. All courses are offered to all students grades PK-8 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts.

Nightingale Charter offers a broad course of study. All courses are offered to all students grades PK-8 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts.

Expected

Actual

Data Source: CALPADS

Metric/Indicator

State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

18-19

To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)

Nightingale Charter BaselineXXXXXXXX

To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)

Nightingale Charter BaselineXXXXXXXX

Baseline

Baseline (2015-2016):

16% met grade level proficiency in Reading

18% met grade level proficiency in Math

Data Source: MAP

Nightingale Charter will continue to increase the percentage of third grade students meeting grade level proficiency. Nightingale's proficiency in third grade has increase in reading from 16% in 2015-16 to 25% in 2017-18 and from 18% to 21% in math.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

NSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students (72 devices / 2 storage carts)

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To enhance student access to information technologies that promote increased learning and academic achievement.

NSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students (72 devices / 2 storage carts)

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CHROMEBOOKS AND SECURE STORAGE WERE NOT PURCHASED THIS YEAR. NEXT YEAR A TOTAL OF THE FOLLOWING WILL BE PURCHASED:

K - 1 CART OF TOUCH SCREENS- (NO SHARING)

1st-3rd - 1 CART OF CHROMEBOOKS- (NO SHARING)

4th - 6th- 3 CART OF CHROMEBOOKS- (NO SHARING)

7th -8th - 1 CART OF CHROMEBOOKS- (NO SHARING)

NSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$26,000

NSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base 0

TECHNOLOGY DEVICES WERE ORDERED FOR K-3 TEACHERS FOR ESGI SOFTWARE- ORDER WAS CANCELLED THROUGH DISTRICT S. LOWERY.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning</p>	<p>NSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>NIGHTINGALE CHARTER HAD AN INCREASE NUMBER OF TEACHERS. TEACHERS WERE ALLOWED TO ORDER CLASSROOM SUPPLIES AND RESOURCES FOR PROJECT BASED LEARNING. 22 STAFF MEMBERS INCLUDING SDC/ RSP.</p>	<p>NSA 2.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$12,000</p>	<p>NSA 2.1 4000-4999: Books And Supplies 0000 Base, 0100 Supp/Conc \$19,595</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NSA: 3 - Primary Language Support</p> <p>To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.</p> <p>NSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.</p>	<p>NSA: 3 - Primary Language Support</p> <p>To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.</p> <p>NSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>SUSD/ COUNTY DID NOT HAVE TRAINING SPECIFIC TO OUR NEEDS AND OR DAYS DID NOT ALIGN WITH OUR CALENDAR. WE DID PARTICIPATE IN ENSEMBLE LEARNING EL COHORT AT NO COST.</p>	<p>NSA 3.1 1000,2000,3000,5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>	<p>NSA 3.1 1000,2000,3000,5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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NSA: 4 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

NSA4.1 Training involving core curriculum, assessments and student records information, such as Project Based Learning, Executive Functions.

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NSA4.1 Training involving core curriculum, assessments and student records information, such as Project Based Learning, Executive Functions.

- -----

TRAINING OPPORTUNITIES-

PROJECT BASED LEARNING CONFERENCE

SJCOE MATH TRAINING- 7th GRADE

EXECUTIVE FUNCTIONING SKILLS TRAINING - N/A

BRIAN RESEARCH TARGETED INSTRUCTION

AVID- ALL ACADEMIC LANGUAGE & LITERACY

NSA 4.1 5000-5999: Services And Other Operating Expenditures LCFF, Other \$50,000

NSA 4.1 5000-5999: Services And Other Operating Expenditures LCFF, Other \$33,347

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>NSA: 5 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.</p> <p>NSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.</p>	<p>NSA: 5 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.</p> <p>NSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>TEACHERS COLLABORATE REGULARLY AS AN ENHANCEMENT TO THEIR CONTRACT. TEACHERS COLLABORATE A MINIMUM FOR 1.5 HOURS/ 2 TIMES PER MONTH. OTHER COLLABORATION OPPORTUNITIES ARE AVAILABLE.</p>	<p>NSA 5.1 1000, 3000 0000 LCFF Base \$108,369</p>	<p>NSA 5.1 1000, 3000 0000 LCFF Base \$118,245</p>

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

NSA6.1 Training in Professional Learning Communities (PLCs)

NSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

NSA6.1 Training in Professional Learning Communities (PLCs)

- -----

75% OF THE STAFF HAVE BEEN PREVIOUSLY TRAINED IN PLCS- PROFESSIONAL LEARNING COMMUNITIES. TEACHERS PRACTICE PLCS AS A SYSTEM AND ENHANCE ON DATA AND STUDENT OUTCOMES DURING COLLABORATION TIME. TEACHERS ALSO HAVE OTHER OPPORTUNITIES TO COLLABORATE IN PLCS DURING THE SCHOOL DAY AND FOR EXTRA PAY.

NSA 6.1 5800: Professional/Consulting Services And Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$25,000

NSA 6.1 5800: Professional/Consulting Services And Operating Expenditures 0000 LCFF Base 0

Action 7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

NSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers

NSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency

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NSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency

- -----

NSA 7.1 - THE DISTRICT HAS NOT APPROVED INTERVENTION TEACHERS- NO PA ACCEPTED BY DISTRICT.

NSA 7.2 - ESGI (\$346.62) WAS PURCHASED AS A PILOT PROGRAM TO ASSESS AND INPUT STUDENT SCORES ESPECIALLY FOR INTERVENTION PURPOSES. KINDER PILOT THIS 18-19 SY. FUTURE PURCHASE FOR K-3 FOR THE 19-20 SY.

NSA 7.1 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc \$7,500

NSA 7.2 4000, 5000 0000 LCFF Base \$2,500

NSA 7.1 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc 0

NSA 7.2 4000, 5000 0000 LCFF Base 0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NSA: 8 - Instructional Coaching</p> <p>To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.</p> <p>NSA8.1 Instructional Coaches</p> <p>NSA8.2 Resources for Teacher Participation in IEP Meetings</p>	<p>NSA: 8 - Instructional Coaching</p> <p>To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.</p> <p>NSA8.1 Instructional Coaches</p> <p>NSA8.2 Resources for Teacher Participation in IEP Meetings</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>NSA 8.1 ALTHOUGH NIGHTINGALE PAYS FOR THE INSTRUCTIONAL COACH THE DISTRICT OVERSEES THIS POSITION AND DICTATES SERVICES PROVIDED. THE DISTRICT DIRECTES COACHES AND ESTABLISHES THEIR SCHEDULE. NIGHTINGALE RECEIVES SERVICES FROM MULTIPLE COACHES.</p> <p>NSA 8.2 TEACHERS ARE RELEASED TO SUPPORT IEP MEETING, SST MEETINGS, AND CARE TEAM MEETINGS TO ENHANCE AND PROVIDE INTERVENTIONS. RESOURCES SUCH AS READING TRACKERS, FINGER POINTERS,</p>	<p>NSA 8.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$140,663</p> <p>NSA 8.2 1000, 3000 0000 LCFF Base \$30,000</p>	<p>NSA 8.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$141,456</p> <p>NSA 8.1 1000, 3000 0000 LCFF Base 0</p>

MANIPULATIVES, AND RESOURCE BOOK MATERIALS.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NSA: 9 - After School Programs	NSA: 9 - After School Programs	1000, 2000, 3000, 4000, 5000 LCFF \$0	NSA 9 1000,2000,3000,5000 LCFF \$0
To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.	To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.		
NSA9.1 After School Program Homework Assistance and Tutoring, including ELD/CELDT Tutoring	NSA9.1 After School Program Homework Assistance and Tutoring, including ELD/CELDT Tutoring		
NSA9.2 After School Program College and Career Activities	NSA9.2 After School Program College and Career Activities		
NSA9.3 After School Program Intramural Sports Program for grades 4-12	NSA9.3 After School Program Intramural Sports Program for grades 4-12		
	<ul style="list-style-type: none"> • ----- ----- ----- 		
	CURRENTLY THE DISTRICT HAS INCLUDED NIGHTINGALE CHARTER UNDER AN AFTER SCHOOL PROGRAM WELLNESS GRANT. THE FOLLOWING SERVICES HAVE BEEN INCLUDED:		
	9.1 HOMEWORK/ TUTORING ASSISTANCE		

9.2 COLLEGE AND CAREER OPPORTUNITIES

9.3 INTRAMURAL SPORTS PROGRAM

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NSA: 10 - College and Career Preparatory Opportunities</p> <p>To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.</p> <p>NSA10.1 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, including priority standards</p> <p>NSA10.2 MAP Testing Incentives (3 times per year)</p> <p>NSA10.3 CELDT Redesignation Incentives</p>	<p>NSA: 10 - College and Career Preparatory Opportunities</p> <p>To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.</p> <p>NSA10.1 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, including priority standards</p> <p>NSA10.2 MAP Testing Incentives (3 times per year)</p> <p>NSA10.3 CELDT Redesignation Incentives</p> <ul style="list-style-type: none"> • ----- ----- ----- 	<p>NSA 10.1 None None 0</p> <p>NSA 10.2 4000-4999: Books And Supplies 0000 LCFF Base \$1,500</p> <p>NSA 10.3 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$300</p>	<p>NSA 10.1 None None \$0</p> <p>NSA 10.2 4000-4999: Books And Supplies 0000 LCFF Base \$300</p> <p>NSA 10.3 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$160</p>

10.1 NIGHTINGALE CHARTER DOES NOT HAVE AFTER SCHOOL OR WEEKEND TUTORIAL SUPPORTING AP, IB, AND DUAL ENROLLMENT OPPORTUNITIES AS NIGHTINGALE IS AN ELEMENTARY SCHOOL.

10.2 MAP INCENTIVES WERE PURCHASED FOR STUDENT INCENTIVES FOR SHOWING GROWTH IN 1, 2, OR 3 AREAS AS WELL AS MEETING GRADE LEVEL STANDARDS.

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.

Nightingale has provided teachers with ongoing professional development for Project-Based Learning, Assessment, PLC, Brain-based teaching and Units of Studies. Designated ELD times was consistently implemented through-out all the the grade levels.

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

Academic scores are increasing slightly which seems to suggest that the actions/services have been at least somewhat effective. Teachers will be undertaking adoption of all new Math and ELA curriculums as a replacement to the Units of Study in hopes that academic achievement will continue to increase. All academic areas, ELA, Math, and EL have seen growth. Nightingale Charter continues to find ways to support student learning and find strategies to maximize growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

At this time Nightingale has explanation for the following:

NSA 1- Student Technology- \$0.00- Chrome Carts were not purchased as district chromebook distribution took priority (decrease)

NSA 2- Instructional Material- \$19,595.00- Increase in needed instructional supplies (increase)

NSA 3- Primary Language Support- \$0 Training/ PD was free through the district, county dates conflicted with school calendar (decrease)

NSA 4- Professional Learning- \$33,347- Training/ PD was free through the district, county dates conflicted with school calendar, and other dates were denied due to sub shortage (decrease)
NSA 5- Teacher Collaboration- \$118,245.00 Increase in teacher salary (2% increase) and increase in staff (increase)
NSA 6- PLC- \$0 Training/ PD was free through the district, county dates conflicted with school calendar (decrease)
Continue PLC training with new staff members (decrease)
NSA 7- Student Intervention- \$0- LACK of resources and personnel (decrease)
NSA 8- Instructional Coaching- \$147,264.00 Increase in salary (increase)

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.

Changes are only indicated in the ongoing training/implementation of the new curriculum as adopted by SUSD.

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

Safe and Healthy Learning Environments

Nightingale Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.

18-19

To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)

Baseline

Baseline (2016-2017):

86%

Data Source: SUSD Human Resource Reports

Actual

Nightingale Charter continues to work on increasing the number of teachers appropriately assigned and fully credential. Presently, Nightingale has 100% appropriately assigned teachers and 54% of faculty is composed fully credentialed teachers.

Expected

Metric/Indicator

State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.

18-19

To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD District Textbook Sufficiency Resolution

Metric/Indicator

State Priority 1C: School facilities are maintained in good repair.

18-19

To increase the number of school facilities in good repair. (Verified by the Facilities Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Baseline

Baseline (2015-2016):

61.1%

Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Metric/Indicator

State Priority 6A: Pupil suspension rates.

18-19

To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Baseline (2015-2016):

9.4% suspension rate

Actual

Nightingale students have sufficient access to standards aligned instructional materials as provide by SUSD.

Nightingale Charter is working on improving and maintaining adequate facilities. At the current moment Nightingale has the following ratings (Good/ Fair/ Poor):

Systems- Good
Interior- Poor
Cleanliness- Good
Electrical- Poor
Restrooms- Good
Safety- Good
Structural- Good
External- Good
Overall- Good

Nightingale Charter has increased from the previous year suspension rate of .05% to a suspension rate of 1.9% and increase of 1.4%. In 2018, the percentage of Black/African American students increased by 4.7% to 8.1% (red). Another area of concern is our subgroup Students with Disabilities that increased 5.2% for a total change rate of 5.2% (orange).

Expected

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

Disproportionate student suspension rate of all significant subgroups will continue to decrease.

18-19

To decrease disproportionate student suspension rate of all significant subgroups.

(verified by SUSD Student Information System, CALPADS)

Baseline

Baseline (2015-2016):

6,165 Total Suspensions

49.78% Hispanic

30.53% African American

7.72% Caucasian

3% Other

.58% American Indian/Alaskan Native

5.04% Asian

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

State Priority 6B: Pupil expulsion rates.

18-19

To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Actual

Nightingale Charter continues to struggle with significant subgroups and their representative suspension rate. During the 2017-2018 school year Students With Disabilities suspension rate increased 5.2% and Black/ African American suspension rate increased 4.7%.

All Students- 2%

Students w Disabilities- 5%

Black/ AA- 8%

Nightingale Charter has not had an expulsions in the last 3 years. Nightingale Charter have systems in place to ensure proper interventions and supports are provided to assist students to succeed.

Expected

Baseline (2015-2016):

.08% expulsion rate

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

18-19

To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline

Baseline (2015-2016):

51 Total Expulsions

47.06% Hispanic

37.25% African American

5.88% Caucasian

1.96% Other

1.96% American Indian/Alaskan Native

5.88% Asian

Data Source: SUSD Student Information System and CALPADS

Metric/Indicator

State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

18-19

To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Actual

Nightingale Charter has not had an expulsions in the last 3 years. Nightingale Charter have systems in place to ensure proper interventions and supports are provided to assist students to succeed.

The California Healthy Kids Survey is administered every 2 years (every other year). Nightingale continues to administer and assess this information as well as information from the PLUS Survey that students take yearly.

Expected

Actual

Baseline

Baseline (2014-2015):

82%

Data Source: California Healthy Kids Survey (CHKS)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms</p>	<p>NLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>TROXELL SYSTEM WERE PURCHASED PREVIOUSLY PURCHASED NEEDED TO BE INSTALLED.</p>	<p>NLE 1.1 2000, 3000, 4000 0000 LCFF Base \$3,000</p>	<p>NLS 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$5,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NLE: 2 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>NLE2.1 Custodial/Maintenance Services Gap Restoration</p>	<p>NLE: 2 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>NLE2.1 Custodial/Maintenance Services Gap Restoration</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>NIGHTINGALE CONTINUES TO SUPPORT AND SUPPLEMENT CUSTODIAL/MAINTENANCE SERVICES GAP RESTORATION.</p>	<p>NLE 2.1 2000, 3000 0000 LCFF Base \$29,849</p>	<p>NLS 2.1 2000, 3000 0000 LCFF Base \$37,331</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NLE: 3 - Basic Instruction and Teacher Staffing</p> <p>To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.</p> <p>NLE3.1 Basic Instruction and Teacher Staffing</p>	<p>NLE: 3 - Basic Instruction and Teacher Staffing</p> <p>To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.</p> <p>NLE 3.1 Basic Instruction and Teacher Staffing</p>	<p>NLE 3.1 1000, 3000 0000 LCFF Base \$1,861,977</p>	<p>NLS 3.1 1000, 3000 0000 LCFF Base \$2,031,660</p>



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NIGHTINGALE CHARTER
MAINTAINED STAFFING RATIOS
FOR EACH GRADE LEVEL.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>NLE4.1 "Whole-Family" Response and Resources</p>	<p>NLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>NLE4.1 "Whole-Family" Response and Resources</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>AT THE PRESENT TIME NIGHTINGALE NEEDS TO CONTINUE TO SEEK "WHOLE-FAMILY" RESPONSE AND RESOURCES. THIS WAS A DISTRICT INSERTED SERVICE.</p>	<p>NLE 4.1 None None \$0</p>	<p>NLE 4.1 None None \$0</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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NLE: 5 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

NLE5.1 Subacute Health Care Services Response and Management

NLE: 5 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

NLE5.1 Subacute Health Care Services Response and Management

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NIGHTINGALE CHARTER CONTINUOUSLY USES A 1 DAY HEALTH SERVICES.

NLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$10,965

NLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$10,965

Action 6

Planned Actions/Services

NLE: 6 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

NLE6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

NLE 6.2 Sow a Seed

Actual Actions/Services

NLE: 6 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

NLE 6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

NLE 6.2 Sow a Seed

Budgeted Expenditures

6.1 1000, 3000 0000 LCFF Base \$134,318

6.2 4000, 5000 0100 LCFF Supp/Conc \$20,000

Estimated Actual Expenditures

NLE 6.1 1000, 3000 0000 LCFF Base \$134,886

NLE 6.2 4000, 5000 0100 LCFF Supp/Conc \$11,953

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6.1 NIGHTINGALE CHARTER PROVIDES STUDENTS WITH COUNSELING SERVICES FOR SOCIAL EMOTIONAL, BEHAVIORAL, AND ACADEMIC SUPPORTS. A FULL TIME COUNSELOR IS AVAILABLE TO PROVIDE 1:1, SMALL GROUP, AND CLASS PRESENTATIONS/ INTERVENTION SUPPORTS. COUNSELING SERVICES ALSO INCLUDE PREVENTATIVE CLASSROOM PRESENTATIONS AND SSTS MEETINGS.

6.2 NIGHTINGALE CHARTER CONTRACTS WITH SOW-A-SEED FOR A 3 DAY MENTOR FROM SOW A SEED. SOW-A-SEED PROVIDES MENTORSHIP, CONFLICT RESOLUTION, SOCIAL EMOTIONAL SUPPORT AND LUNCH GROUP ACTIVITIES.

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.

Nightingale Charter has continued to promote a safe and healthy learning environment to enhance social emotional and academic learning for all students. Nightingale has invested in 3 day Sow a Seed services. Nightingale will continue to look at areas to improve these services.

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

Nightingale Charter has been effective in maintaining the culture and climate on campus. On a day to day, Nightingale students behave and act as Outstanding, Wise, Leaders, and Scholars. Though it has been notice that student suspension rates have increased. 33% of the increase of suspension is coming from students new to Nightingale Charter. Another 33% is from student placement in the SDC Mild to Moderate. Students are coming in with pre-established behaviors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NLE 1- Technology Support - \$5,000.00- Accommodate new classrooms that were opened in the 18-19 SY. (increase)
NLE 2- Facility Support- \$37,331.00- Gap Restoration 2% salary increase as well as additional supplies. (increase)
NLE 3- Basic Instruction/ Teaching Staff- \$2,031.660.00 - 2% salary increase and additional classroom openings. (increase)
NLE 6- School Counseling- \$134,886.00- 2% salary increase (increase)

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 presently.

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

Meaningful Partnerships

Together, Nightingale Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.

18-19

To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)

Actual

Nightingale Charter sustains the minimum requirements by outreaching and providing parents with opportunities for parent input and participation to be a collective, collaborative part of decision making for the school district and Nightingale Charter. Such outreach opportunities include various parent meeting/ groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Coffees (training and discussions), Nightingale Academic Teams (NAT), Surveys (LCAP/ NAT), and through an open door policy with administration.

Expected

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.

18-19

To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.

18-19

To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)

Baseline

Baseline (2015-2016):

Actual

Nightingale Charter will outreach and provide parents with opportunities for parent input and participation for unduplicated pupil populations at Nightingale Charter through various parent meeting/ groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Coffees (training and discussions), Nightingale Academic Teams (NAT), Surveys (LCAP/ NAT), and through an open door policy with administration. Nightingale Charter will promote parent participations by sending notices home, sending out phone message on SchoolMessenger, promoting opportunities via school marquee and social media sites.

Nightingale Charter will outreach and provide parents with opportunities for parent input and participation for students with exceptional needs at Nightingale Charter through various parent meeting/ groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Coffees (training and discussions), Nightingale Academic Teams (NAT), Surveys (LCAP/ NAT), Title 1 Parent Meetings, 504 Meetings, IEPs, SSTs, CARE Meetings, and through an open door policy with administration. Nightingale Charter will promote parent participations by sending notices home, sending out phone message on SchoolMessenger, promoting opportunities via school marquee and social media sites.

Expected

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 5A: School attendance rates.

18-19

To increase attendance rates.
(Verified by CALPADS.)

Baseline

Baseline (2015-2016):

94.37%

Data Source: SUSDs Student Information System, BiTech

Metric/Indicator

State Priority 5B: Chronic absenteeism rates.

18-19

To decrease chronic absenteeism rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

7.95%

Data Source: SUSDs Student Information System

Metric/Indicator

State Priority 5C: Middle school dropout rates.

18-19

To decrease middle school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Actual

Nightingale Charter continues to support students to come to school daily. Nightingale encourages attendance through classroom perfect attendance incentives, school wide perfect attendance incentive, and incentives for students with chronic absenteeism that increase their attendance. Nightingale Charter also has a MTSS model for attendance addressing steps for the various tiers (1,2,3).

Nightingale Charter continues to support students to come to school daily. Nightingale encourages attendance through classroom perfect attendance incentives, school wide perfect attendance incentive, and incentives for students with chronic absenteeism that increase their attendance. Nightingale Charter also has a MTSS model for attendance addressing steps for the various tiers (1,2,3). During the 2017-2018 SY 12.1% of all students were chronically absent. This was an increase of 1.6% (orange). Students with Disabilities classified as chronically absent increased 9% totaling 24.1% in the 2018 SY (red status on the CA Dashboard).

Nightingale Charter continues to support students to come to school daily. Nightingale encourages attendance through classroom perfect attendance incentives, school wide perfect attendance incentive, and incentives for students with chronic absenteeism that increase their attendance. Nightingale Charter also has a MTSS model for attendance addressing steps for the various tiers (1,2,3). During the 2017-2018 SY 12.1% of all students were chronically absent. This was an increase of 1.6% (orange). Students with

Expected

.3%

Data Source: CALPADS

Metric/Indicator

State Priority 5D: High school dropout rates.

18-19

To decrease high school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

13%

Data Source: CALPADS

Metric/Indicator

State Priority 5E: High school graduation rates.

18-19

To increase high school graduation rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

81%

Data Source: CALPADS

Actual

Disabilities classified as chronically absent increased 9% totaling 24.1% in the 2018 SY (red status on the CA Dashboard).

Nightingale Charter is a K-8 school and does not service high school. No plan or data is available.

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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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

NMP1.1 Parent Academy, such as Family Engagement Walkthroughs
 NMP1.2 Literacy Activities (Read-In Activity and Challenge)
 NMP1.3 Project Based Learning Exhibition (2 times a year)
 NMP1.4 Academic Nights (3 times a year)
 NMP1.5 Academic Movie Nights (4 times a year)

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 NMP1.4 Academic Nights (3 times a year)
 NMP1.5 Academic Movie Nights (4 times a year)

- -----

1.1 NIGHTINGALE PARENTS PARTICIPATED IN A 16 WEEK PARENT ACADEMY OFFER BY CACCCCCI AND HOSTED AT NIGHTINGALE FOR NIGHTINGALE PARENTS.

NMP 1.1 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$300

NMP 1.1 1000, 2000, 3000, 4000, 5000 0000 LCFF Base 0

NMP 1.2 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$300

NMP 1.2 1000, 2000, 3000, 4000, 5000 0000 LCFF Base 0

NMP 1.3 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$300

NMP 1.3 1000, 2000, 3000, 4000, 5000 0000 LCFF Base 0

NMP 1.4 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$300

NMP 1.4 1000, 2000, 3000, 4000, 5000 0000 LCFF Base 0

NMP 1.5 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$300

NMP 1.5 1000, 2000, 3000, 4000, 5000 0000: Unrestricted 0

1.2 ALTHOUGH NIGHTINGALE DID NOT HOST A READ-IN, NIGHTINGALE DID PARTICIPATE IN THE DISTRICTS 12 BOOKS IN 12 WEEKS CHALLENGE. NIGHTINGALE ALSO HOSTED A BOOK FAIR TO PROMOTE LITERACY.

1.3 NIGHTINGALE HAS NOT BEEN ABLE TO HOST A SCHOOLWIDE PBL EXHIBITION. ALTHOUGH NIGHTINGALE HAS BEEN ABLE TO HOST EVENING PBL SHOWCASES FOR DIFFERENT GRADE LEVELS OR CLASSROOMS.

1.4 NIGHTINGALE HOSTS A MINIMUM OF 2 EVENING EVENTS FOR ACADEMICS. (SEPTEMBER AND APRIL)

1.5 ALTHOUGH NIGHTINGALE DID NOT HOST MOVIE NIGHTS, NIGHTINGALE HAS HOSTED OTHER NON-ACADEMIC EVENTS FOR STUDENTS, FAMILIES, AND THE COMMUNITY.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NMP: 2 - Parent and School Communication	NMP: 2 - Parent and School Communication	NMP 2.1 None None \$0	NMP 2.1 None None \$0

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

NMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

NMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

- -----

NIGHTINGALE USES THE FOLLOWING RESOURCES TO PROMOTE AND MAINTAIN COMMUNICATION WITH SUSD FAMILIES, COMMUNITY, AND STAKEHOLDERS:

MARQUEE

SCHOOLMESSENGER

WEBSITE

FACEBOOK

TWITTER

SSC- SCHOOL SITE COUNCIL

ELAC- ENGLISH LANGUAGE ADVISORY COMMITTEE

NOTICES SENT HOME WITH PARENTS

CLASS DOJO

BLOOMZ
 REMIND APP

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NMP: 3 - Parent and Teacher Engagement</p> <p>To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.</p> <p>NMP 3.1 Nightingale Academic Team conferences (NAT)</p>	<p>NMP: 3 - Parent and Teacher Engagement</p> <p>To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.</p> <p>NMP 3.1 Nightingale Academic Team conferences (NAT)</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>TEACHERS AT NIGHTINGALE CHARTER HOST 2 NATS- NIGHTINGALE ACADEMIC TEAM MEETINGS. PARENTS WERE SHOWN DATA , GIVEN AND PRACTICED ACTIVITIES, GOAL SETTING FOR THEIR CHILDREN, AND ASKED FOR INPUT VIA A SURVEY. TRANSLATION AND BABYSITTING WAS PROVIDED.</p>	<p>NMP 3.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$2,000</p>	<p>NMP 3.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other 0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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NMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

NMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society, Science Olympiad, Kennedy Games, Skills USA, PLTW)

NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

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NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

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4.1 NIGHTINGALE CHARTER PARTICIPATED IN SUSD'S KENNEDY GAMES EVENT ON 4/28, 2019. STUDENTS IN 4-8TH WERE ABLE TO SHOWCASE THEIR ATHLETIC STRENGTHS BY PARTICIPATING IN DIFFERENT TRACK AND FIELD EVENTS. NIGHTINGALE HOPE TO OPEN A SKILLS USA AND PLTW STUDENT GROUP IN THE UPCOMING YEAR.

4.2 NIGHTINGALE STUDENT LEADERS PARTICIPATED AS

NMP 4.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$2,500

NMP 4.2 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$2,500

NMP 4.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other 0

NMP 4.2 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other 0

BEING A MEMBER OF PLUS-PEER LEADERS UNITING STUDENTS. OTHER 4-8TH STUDENT WERE ABLE TO PARTICIPATE IN FORUMS AND ACTIVITIES FACILITATED BY PLUS STUDENTS/ GROUP. STUDENTS AND TEACHERS WERE ALSO INVITED TO ATTEND THIS YEAR;S LGBT SUMMIT / AWARENESS TRAINING.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NMP: 5 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>NMP5.1 Improve student attendance accountability (monthly class/parent recognition)</p>	<p>NMP: 5 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>NMP5.1 Improve student attendance accountability (monthly class/parent recognition)</p> <ul style="list-style-type: none"> • ----- ----- ----- <p>5.1 NIGHTINGALE CHARTER CONTINUES TO WORK ON THEIR ATTENDANCE. DURING THE MONTH OF SEPTEMBER NIGHTINGALE PLACED 4TH IN A COUNTY ATTENDANCE CHALLENGE FOR SEPTEMBER.</p>	<p>NMP 5.1 4000-4999: Books And Supplies Other \$24,000</p>	<p>NMP 5.1 4000-4999: Books And Supplies Other \$3,499</p>

NIGHTINGALE ALSO HAD AN ATTENDANCE TROPHY/ OWL FOR CLASS REWARDS, MONTHLY GRADE LEVEL DRAWINGS FOR PERFECT ATTENDANCE, AND SURPRIZE PARTY CELEBRATION FOR STUDENTS THAT HAVE IMPROVED THEIR ATTENDANCE WITH CHRONIC ABSENTEEISM.

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.

Nightingale Charter continued to plan and implement parent engagement opportunities for parents. Although, parent opportunities were given, Nightingale is working providing snacks and materials that parents can use.

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

Nightingale can tell that parent participation and outreach has been successful and effective. We are not able to calculate actual percentages and numbers due to the lack of a parent liaison that will assist in maintaining these records.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NMP 1- Parent Empowerment- \$0 This year there were not enough resources and time to implement the various activities (decrease)

NMP 3- Parent and Teacher Engagement- \$0 This year Nightingale teachers donated water and snacks for this event (decrease)

NMP 4- Student Engagement and Leadership Opportunities- \$0 PLTW teacher received another position, other teacher began training and will initiated PLTW next year.

NMP 5 - Student Attendance and Accountability- \$3,499.00 This amount was over projected.

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 presently. Any changes will be on the type of event but still focused on parent outreach and engagement.

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?

Nightingale has invited parents to ongoing School Site Council meetings, parent coffees, Back to School Night, Nightingale Academic Teams, and in general has an open-door policy. In addition, we advertise all district LCAP events and encourage parents to attend. Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan.

Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan.

The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated periodically to include dates for this year's events and planning and information about development of the plan.

On March 1, 2019, the district opened the Community LCAP Survey and closing it on May 7, 2019. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, electronic mail communiqué, SUSDConnects newsletter, and posting on the district's website, Nightingale's website, and school marquee. Nightingale Charter presented the data collected from both the Nightingale LCAP Survey as well as the data from the District LCAP Survey that related to Nightingale Charter.

Throughout the 2018-2019 LCAP year, the district has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest or maybe affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily for Title I funding, the district realized during the 2018-2019 LCAP year that important information and feedback could be provided in a two-way communication stream. Therefore, the LCAP Team coordinated with the State and Federal Programs Directors and staff to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement. Nightingale has reviewed the LCAP and it's progress during the meetings held in February, March, April, and May of the 2018-2019 SY.

On June 11, 2019, district staff will present the final LCAP and Annual Plan for approval to the Board of Education. It is anticipated to be adopted on June 25, 2019.

Impact on LCAP and Annual Update

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

Stockton Unified School District continued to work with the San Joaquin County Office of Education (SJCOE) LCAP Team in the development of the 2017-2020 LCAP and Annual Update, specifically relating to the state mandated changes.

Starting in October 2018, district LCAP staff met with SJCOEs LCAP Team to briefly review the three goals: 1) student achievement, 2) safe and healthy learning environments, and 3) meaningful partnerships. These goals continued to align with the district's Blueprint for Student Achievement, Local Education Plan, and the new Administrative Expectations.

The goal statements have been conveyed to stakeholders with positive acknowledgement:

Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

In April 2019, district LCAP staff developed a presentation to the Board of Education referencing the three goals within the LCAP. No communication was received to modify the goals; therefore, they have been left as is.

During prior year's LCAP presentations, a comment was expressed to improve the length of the LCAP. While this has not been a concern during the 2018-2019 LCAP year, district staff are making conscious efforts to streamline and improve the content included aiding in a more environmentally friendly document and easier readability by stakeholders.

Through positive feedback, district staff will continue to provide the "at-a-glance" project summary report of the 2017-2020 LCAP actions/services as it provides a greater level of transparency and cross-references with the prior LCAPs.

The district's LCAP Team reviewed the 2016-2017 LCAP actions/services with staff involved in the implementation and oversight of activities. The LCAP Team provided a summary of the status and change that may be required for greater implementation or discontinuation. These comments were then provided to Cabinet level administrators reviewed the 2019-20 LCAP actions/services along with the Community LCAP Survey, stakeholder input, Evaluation Rubrics: California School Dashboard data, and district level data to determine which actions/services would continue into the 2017-2020 LCAP and Annual Update plan.

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 1

Student Achievement

Nightingale Charter School will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Nightingale Students Need:

- Teachers that deliver high quality instruction through the implementation of State Standards. Data Source: SUSD Curriculum and Language Development Department
- Meet or exceed standards on state and MAP testing. Data Source: CAASSP, MAP, SUSD Illuminate by PT Schools
- Fluency in the English language. Data Source: CALPADS, CELDT
- Reading and Comprehending by Grade 3. Data Source: CALPADS, MAP

- Algebra proficiency by Grade 9 (Concepts and Applications). Data Source: CALPADS, MAP
- Graduate High School and be College/Career Ready by Grade 12. Data Source: CALPADS, Career Cruising, SBAC/EAP in ELA and Math

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	Nightingale will use the Common Core Standards to structure and create Project Based Learning Units and Units of Studies in Mathematics and English Language Arts.	Nightingale will use the Common Core Standards to structure and create Project Based Learning Units and the new district adopted curriculum for Mathematics and English Language Arts.
State Priority 2B: 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?	Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	Nightingale will maintain the percentage of English Learners receiving at minimum of 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	Nightingale will maintain the percentage of English Learners receiving at minimum of 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)
State Priority 4A: Statewide Assessments	Baseline (2015-2016): 22% SBAC ELA	To increase the percentage of students overall that exceeded or	To increase the percentage of students overall that exceeded or	To increase the percentage of students overall that exceeded or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>18% SBAC Math</p> <p>Data Source: CAASPP, SUSD Illuminate by PT School</p>	<p>met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p>	<p>met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p>	<p>met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p> <p>17-18 Results SBAC ELA- 29% SBAC MATH- 19%</p>
<p>State Priority 4B: The Academic Performance Index</p>	<p>Baseline (2014-2015):</p> <p>The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.</p>	<p>The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.</p>	<p>N/A</p>	<p>N/A</p>
<p>State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved</p>	<p>Baseline (2015-2016):</p> <p>26%</p> <p>Data Source: CALPADS</p>	<p>To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and</p>	<p>N/A</p>	<p>N/A</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
career technical education standards and frameworks.		framework. (Verified by CALPADS.)		
State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.	<p>Baseline (2015-2016):</p> <p>AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>Data Source: CALPADS, CELDT</p>	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)
State Priority 4E: The English learner reclassification rate.	<p>Baseline (2015-2016):</p> <p>8% English Learners redesignated</p> <p>Data Source: Dataquest</p>	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.) Nightingale Charter BaselineXXXXXXXX	To increase the English Learner reclassification rate. (Verified by Dataquest.) Nightingale Charter 17-18 Results 23%
State Priority 4F: The percentage of pupils who have passed an advanced placement	<p>Baseline (2015-2016):</p> <p>32%</p>	To increase the overall percentage of students who have passed at least one advanced	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
examination with a score of 3 or higher.	Data Source: College Board AP Exam	placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)		
State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	N/A	N/A
State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 7B: Programs and services developed and provided to unduplicated pupils.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)</p>
<p>State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)</p>	<p>courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)</p>	<p>courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)</p>
<p>State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p>	<p>Baseline (2015-2016):</p> <p>16% met grade level proficiency in Reading</p> <p>18% met grade level proficiency in Math</p> <p>Data Source: MAP</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>Nightingale Charter BaselineXXXXXXXX</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p> <p>Nightingale Charter BaselineXXXXXXXX</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>Nightingale Charter 17-18 Results 24 % SBAC 22% Spring</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p> <p>Nightingale Charter N/A</p>

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)

[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
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools
Specific Schools: Nightingale

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
Unchanged Action

2017-18 Actions/Services

NSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

NSA1.1 Annual purchase and replacement of Chromebooks/technology devices and

2018-19 Actions/Services

NSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

NSA1.1 Annual purchase and replacement of Chromebooks/technology devices and

2019-20 Actions/Services

NSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

NSA1.1 Annual purchase and replacement of Chromebooks/technology devices and

secure storage carts for students (72 devices / 2 storage carts)

secure storage carts for students (72 devices / 2 storage carts)

secure storage carts for students (120 devices / 4 storage carts)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$26,000	\$30,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies NSA 1.1	4000-4999: Books And Supplies NSA 1.1

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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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) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Unchanged Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Unchanged Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Unchanged Action"/>
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>NSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning</p>	<p>NSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning</p>	<p>NSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$12,000	\$12,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies NSA 2.1	4000-4999: Books And Supplies NSA 2.1

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
--	---

OR

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

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

LEA-wide

All Schools

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

NSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

NSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

2018-19 Actions/Services

NSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

NSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

2019-20 Actions/Services

NSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

NSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$1,000
Source	LCFF, Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000,2000,3000,5000	1000,2000,3000,5000 NSA 3.1	1000,2000,3000,5000 NSA 3.1

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
 Students with Disabilities
 [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
 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)

[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

NSA: 4 - Professional Learning for SUSD Staff and Parents

2018-19 Actions/Services

NSA: 4 - Professional Learning for SUSD Staff and Parents

2019-20 Actions/Services

NSA: 4 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

NSA4.1 Training involving core curriculum, assessments and student records information, such as Project Based Learning, Executive Functions.

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

NSA4.1 Training involving core curriculum, assessments and student records information, such as Project Based Learning, Executive Functions.

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

NSA4.1 Training involving core curriculum, assessments and student records information, such as Project Based Learning, Executive Functions, new district adopted curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,943	\$50,000	\$50,000
Source	Other	LCFF, Other	LCFF, Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures NSA 4.1	5000-5999: Services And Other Operating Expenditures NSA 4.1

Action 5

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

Students to be Served:

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

[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)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide
Schoolwide

All Schools

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

Unchanged Action

Unchanged Action

Modified Action
Unchanged Action

2017-18 Actions/Services

NSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

NSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

2018-19 Actions/Services

NSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

NSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

2019-20 Actions/Services

NSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

NSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$69,173	\$108,369	\$123,022
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 NSA 5.1	1000, 3000 NSA 5.1

Action 6

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

Students to be Served:

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

All
 Students with Disabilities
 [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
 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)

[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
 Unchanged Action

2017-18 Actions/Services

NSA: 6 - Implementation of Professional Learning Community (PLC) strategies

2018-19 Actions/Services

NSA: 6 - Implementation of Professional Learning Community (PLC) strategies

2019-20 Actions/Services

NSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

NSA6.1 Training in Professional Learning Communities (PLCs)

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

NSA6.1 Training in Professional Learning Communities (PLCs)

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

NSA6.1 Training in Professional Learning Communities (PLCs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,064	\$25,000	\$15,000
Source	Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	5800: Professional/Consulting Services And Operating Expenditures NSA 6.1	5800: Professional/Consulting Services And Operating Expenditures NSA 6.1

Action 7

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)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

NSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

NSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers

NSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency

NSA7.3 Library/Media (.4375 FTE)

2018-19 Actions/Services

NSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

NSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers

NSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency

2019-20 Actions/Services

NSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

NSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers

NSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,367	\$7,500	\$7,500
Source	LCFF, Other	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000, 5000	1000, 3000, 4000, 5000 NSA 7.1	1000, 3000, 4000, 5000 NSA 7.1
Amount		\$2,500	\$2,500
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4000, 5000 NSA 7.2	4000, 5000 NSA 7.2

Action 8

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
[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

Unchanged Action

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

Unchanged Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

NSA: 8 - Instructional Coaching

To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

NSA8.1 Instructional Coaches

NSA8.2 Resources for Teacher Participation in IEP Meetings

2018-19 Actions/Services

NSA: 8 - Instructional Coaching

To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

NSA8.1 Instructional Coaches

NSA8.2 Resources for Teacher Participation in IEP Meetings

2019-20 Actions/Services

NSA: 8 - Instructional Coaching

To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

NSA8.1 Instructional Coaches

NSA8.2 Resources for Teacher Participation in IEP Meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$101,477	\$140,663	\$147,264
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	1000, 3000 NSA 8.1	1000, 3000 NSA 8.1
Amount		\$30,000	\$10,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 3000 NSA 8.2	1000, 3000 NSA 8.2

Action 9

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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

NSA: 9 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

NSA9.1 After School Program Homework Assistance and Tutoring, including ELD/CELDT Tutoring

NSA9.2 After School Program College and Career Activities

NSA9.3 After School Program Intramural Sports Program for grades 4-12

2018-19 Actions/Services

NSA: 9 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

NSA9.1 After School Program Homework Assistance and Tutoring, including ELD/CELDT Tutoring

NSA9.2 After School Program College and Career Activities

NSA9.3 After School Program Intramural Sports Program for grades 4-12

2019-20 Actions/Services

NSA: 9 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

NSA9.1 After School Program Homework Assistance and Tutoring, including ELD/CELDT Tutoring

NSA9.2 After School Program College and Career Activities

NSA9.3 After School Program Intramural Sports Program for grades 4-12

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

Action 10

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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Modified Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

NSA: 10 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G

2018-19 Actions/Services

NSA: 10 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G

2019-20 Actions/Services

NSA: 10 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G

course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

NSA10.1 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, including priority standards

NSA10.2 MAP Testing Incentives (3 times per year)

NSA10.3 CELDT Redesignation Incentives

course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

NSA10.1 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, including priority standards

NSA10.2 MAP Testing Incentives (3 times per year)

NSA10.3 CELDT Redesignation Incentives

course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

NSA10.1 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, including priority standards

NSA10.2 MAP Testing Incentives (3 times per year)

NSA10.3 CELDT Redesignation Incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	0	0
Source	LCFF, Other	None	None
Budget Reference	1000, 2000, 3000, 4000, 5000	None NSA 10.1	None NSA 10.1
Amount		\$1,500	\$1,500
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4000-4999: Books And Supplies NSA 10.2	4000-4999: Books And Supplies NSA 10.2

Amount		\$300	\$300
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000-4999: Books And Supplies NSA 10.3	4000-4999: Books And Supplies NSA 10.3

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 2

Safe and Healthy Learning Environments

Nightingale Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Nightingale Students Need:

- Highly Qualified Teachers. Data Source: SARC
- Facilities in good repair. Data Source: SARC
- Textbook sufficiency. Data Source: SARC
- Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)
State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)
State Priority 1C: School facilities are maintained in good repair.	Baseline (2015-2016): 61.1% Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)
State Priority 6A: Pupil suspension rates.	Baseline (2015-2016): 9.4% suspension rate	To decrease suspension rates. (Verified by SUSD	To decrease suspension rates. (Verified by SUSD	To decrease suspension rates. (Verified by SUSD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: SUSD Student Information System, CALPADS	Student Information System, CALPADS.)	Student Information System, CALPADS.)	Student Information System, CALPADS.)
Disproportionate student suspension rate of all significant subgroups will continue to decrease.	Baseline (2015-2016): 6,165 Total Suspensions 49.78% Hispanic 30.53% African American 7.72% Caucasian 3% Other .58% American Indian/Alaskan Native 5.04% Asian Data Source: SUSD Student Information System, CALPADS	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)
State Priority 6B: Pupil expulsion rates.	Baseline (2015-2016): .08% expulsion rate	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: SUSD Student Information System, CALPADS			
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	<p>Baseline (2015-2016):</p> <p>51 Total Expulsions</p> <p>47.06% Hispanic</p> <p>37.25% African American</p> <p>5.88% Caucasian</p> <p>1.96% Other</p> <p>1.96% American Indian/Alaskan Native</p> <p>5.88% Asian</p> <p>Data Source: SUSD Student Information System and CALPADS</p>	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	<p>Baseline (2014-2015):</p> <p>82%</p> <p>Data Source: California Healthy Kids Survey (CHKS)</p>	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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)

Location(s):

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

[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:

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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
Unchanged Action

2017-18 Actions/Services

NLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased

2018-19 Actions/Services

NLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased

2019-20 Actions/Services

NLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased

device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms

device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms

device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,000	\$3,000	\$15,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 4000	2000, 3000, 4000 NLE 1.1	2000, 3000, 4000 NLE 1.1

Action 2

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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
Unchanged Action

2017-18 Actions/Services

NLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

NLE2.1 Custodial/Maintenance Services Gap Restoration

2018-19 Actions/Services

NLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

NLE2.1 Custodial/Maintenance Services Gap Restoration

2019-20 Actions/Services

NLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

NLE2.1 Custodial/Maintenance Services Gap Restoration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,971	\$29,849	\$38,078
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 5000, 6000	2000, 3000 NLE 2.1	2000, 3000 NLE 2.1

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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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
Unchanged Action

2017-18 Actions/Services

NLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

NLE3.1 Basic Instruction and Teacher Staffing

2018-19 Actions/Services

NLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

NLE3.1 Basic Instruction and Teacher Staffing

2019-20 Actions/Services

NLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

NLE3.1 Basic Instruction and Teacher Staffing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100,634	\$1,861,977	\$2,447,486
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 NLE 3.1	1000, 3000 NLE 3.1

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)

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

NLE: 4 - Parent and Community Relations

To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.

NLE4.1 "Whole-Family" Response and Resources

2018-19 Actions/Services

NLE: 4 - Parent and Community Relations

To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.

NLE4.1 "Whole-Family" Response and Resources

2019-20 Actions/Services

NLE: 4 - Parent and Community Relations

To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.

NLE4.1 "Whole-Family" Response and Resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source	LCFF	None	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000	None NLE 4.1	2000, 3000, 4000 NLE 4.1

Action 5

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

NLE: 5 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

2018-19 Actions/Services

NLE: 5 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

2019-20 Actions/Services

NLE: 5 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

NLE5.1 Subacute Health Care Services Response and Management

NLE5.1 Subacute Health Care Services Response and Management

NLE5.1 Subacute Health Care Services Response and Management

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,516	\$10,965	\$10,965
Source	LCFF	1100 Unrestricted Lottery	1100 Unrestricted Lottery
Budget Reference	1000, 2000, 3000	5700-5799: Transfers Of Direct Costs NLE 5.1	5700-5799: Transfers Of Direct Costs NLE 5.1

Action 6

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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
Unchanged Action

2017-18 Actions/Services

NLE: 6 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

NLE6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

2018-19 Actions/Services

NLE: 6 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

NLE6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

NLE 6.2 Sow a Seed

2019-20 Actions/Services

NLE: 6 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

NLE6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

NLE 6.2 Sow a Seed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$134,318	\$137,584
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 6.1	1000, 3000 6.1
Amount		\$20,000	\$25,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000, 5000 6.2	4000, 5000 6.2

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

Meaningful Partnerships

Together, Nightingale Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Nightingale Students Need:

- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language Development Departments
- Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS
- Student progress monitoring. Data Source: Student Services Department, Career Cruising

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)</p>
<p>State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)
State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37% Data Source: SUSDs Student Information System, BiTech	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 5B: Chronic absenteeism rates.	<p>Baseline (2015-2016): 7.95%</p> <p>Data Source: SUSDs Student Information System</p>	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)
State Priority 5C: Middle school dropout rates.	<p>Baseline (2015-2016): .3%</p> <p>Data Source: CALPADS</p>	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)
State Priority 5D: High school dropout rates.	<p>Baseline (2015-2016): 13%</p> <p>Data Source: CALPADS</p>	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)
State Priority 5E: High school graduation rates.	<p>Baseline (2015-2016): 81%</p> <p>Data Source: CALPADS</p>	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)

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)

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

NMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

NMP1.1 Parent Academy, such as Family Engagement Walkthroughs
NMP1.2 Literacy Activities (Read-In

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

Unchanged Action

2018-19 Actions/Services

NMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

NMP1.1 Parent Academy, such as Family Engagement Walkthroughs
NMP1.2 Literacy Activities (Read-In

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

Modified Action

2019-20 Actions/Services

NMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

NMP1.1 Parent Academy, such as Family Engagement Walkthroughs
NMP1.2 Literacy Activities (Read-In

Activity and Challenge)
 NMP1.3 Project Based Learning Exhibition (2 times a year)
 NMP1.4 Academic Nights (3 times a year)
 NMP1.5 Academic Movie Nights (4 times a year)

Activity and Challenge)
 NMP1.3 Project Based Learning Exhibition (2 times a year)
 NMP1.4 Academic Nights (3 times a year)
 NMP1.5 Academic Movie Nights (4 times a year)

Activity and Challenge)
 NMP1.3 Project Based Learning Exhibition (2 times a year)
 NMP1.4 Academic Nights (3 times a year)
 NMP1.5 Other Events (4 times a year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$300	\$300
Source	LCFF	0000 LCFF Base	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 NMP 1.1	4000-4999: Books And Supplies NMP 1.1
Amount		\$300	\$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.2	4000-4999: Books And Supplies NMP 1.2
Amount		\$300	\$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.3	4000-4999: Books And Supplies NMP 1.3
Amount		\$300	\$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.4	4000-4999: Books And Supplies NMP 1.4

Amount		\$300	\$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.5	4000-4999: Books And Supplies NMP 1.5

Action 2

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

NMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

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

Unchanged Action

2018-19 Actions/Services

NMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

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

Unchanged Action

2019-20 Actions/Services

NMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

NMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

NMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

NMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	None	None
Budget Reference	2000, 3000, 5000	None NMP 2.1	None NMP 2.1

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
Students with Disabilities

Location(s):

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

OR

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

Students to be Served:

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

[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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

NMP3.1 Academic Parent-Teacher Team conferences (APTT)

NMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

NMP 3.1 Nightingale Academic Team conferences (NAT)

NMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

NMP 3.1 Nightingale Academic Team conferences (NAT)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,806	\$2,000	\$2,000
Source	Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	1000, 3000 NMP 3.1	1000, 3000 NMP 3.1

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)

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

NMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

NMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society, Science Olympiad, Kennedy Games)

NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

2018-19 Actions/Services

NMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

NMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society, Science Olympiad, Kennedy Games, Skills USA, PLTW)

NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

2019-20 Actions/Services

NMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

NMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society, Science Olympiad, Kennedy Games, Skills USA, PLTW)

NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$2,500	\$2,500
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 2000, 3000, 4000	1000, 2000, 3000, 4000 NMP 4.1	1000, 2000, 3000, 4000 NMP 4.1

Amount		\$2,500	\$2,500
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		1000, 2000, 3000, 4000 NMP 4.2	1000, 2000, 3000, 4000 NMP 4.2

Action 5

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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
Unchanged Action

2017-18 Actions/Services

NMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically

2018-19 Actions/Services

NMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically

2019-20 Actions/Services

NMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically

successful through regular and on-time attendance.

NMP5.1 Improve student attendance accountability (monthly class/parent recognition)

successful through regular and on-time attendance.

NMP5.1 Improve student attendance accountability (monthly class/parent recognition)

successful through regular and on-time attendance.

NMP5.1 Improve student attendance accountability (monthly class/parent recognition)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$24,000	\$23,600
Source	LCFF	Other	Other
Budget Reference	2000, 3000	4000-4999: Books And Supplies NMP 5.1	4000-4999: Books And Supplies NMP 5.1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,154,393

Percentage to Increase or Improve Services

31.51%

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).

Nightingale Charter School is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 384.

Supplemental/Concentration funds are being expended in a charter-wide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

NSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

NSA: 5 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

NSA: 7 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Teachers; providing tools, software, and resources to enhance student language and literacy acquisition.

NSA: 8 - Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to prepare and meaningfully participate in student Individual Educational Plan (IEP) meetings.

NSA: 9 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

NSA: 10 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc.

Goal 2: Safe and Healthy Learning Environments

NLE: 4 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources.

NLE: 5 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

NLE: 6 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports. Including partnerships such as Valley Community Counseling, and Sow a Seed.

Goal 3: Meaningful Partnerships

NMP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through

The facilitation of Parent Academies (CAPC), literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

NMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

NMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

NMP: 5 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charter-wide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,036,126

33.29%

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).

Empty box for identifying actions/services being funded and provided on a schoolwide or LEA-wide basis.

Estimated Supplemental and Concentration Grant Funds

\$596,382

Percentage to Increase or Improve Services

16.80%

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).

Nightingale Charter School is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 421.

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

NSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

NSA: 5 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

NSA: 7 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and

are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition; and to provide credit recovery and dropout recovery programs.

NSA: 8 - Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to prepare and meaningfully participate in student Individual Educational Plan (IEP) meetings.

NSA: 9 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

NSA: 10 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations.

Goal 2: Safe and Healthy Learning Environments

NLE: 4 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources.

NLE: 5 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

NLE: 6 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships

NMP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through

The facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

NMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

NMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

NMP: 5 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all

students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

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.
 - 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. S 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

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,496,441.00	2,548,397.00	2,632,951.00	2,496,441.00	3,111,299.00	8,240,691.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc	0.00	19,595.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc, through 9999 Other	172,663.00	141,456.00	0.00	172,663.00	170,264.00	342,927.00
0000 LCFF Base	2,199,013.00	2,327,422.00	0.00	2,199,013.00	2,806,370.00	5,005,383.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0100 LCFF Supp/Conc	39,800.00	12,113.00	0.00	39,800.00	50,100.00	89,900.00
1100 Unrestricted Lottery	10,965.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	175,193.00	0.00	0.00	175,193.00
LCFF, Other	50,000.00	33,347.00	2,319,945.00	50,000.00	50,000.00	2,419,945.00
None	0.00	0.00	0.00	0.00	0.00	0.00
Other	24,000.00	3,499.00	137,813.00	24,000.00	23,600.00	185,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,496,441.00	2,548,397.00	2,632,951.00	2,496,441.00	3,111,299.00	8,240,691.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	0.00	0.00	11,516.00	0.00	0.00	11,516.00
1000, 2000, 3000, 4000	5,000.00	0.00	200.00	5,000.00	5,000.00	10,200.00
1000, 2000, 3000, 4000, 5000	1,500.00	0.00	2,800.00	1,500.00	0.00	4,300.00
1000, 3000	2,277,327.00	2,426,247.00	2,278,154.00	2,277,327.00	2,867,356.00	7,422,837.00
1000, 3000, 4000, 5000	7,500.00	0.00	0.00	7,500.00	7,500.00	15,000.00
1000, 3000, 5000	0.00	0.00	120,367.00	0.00	0.00	120,367.00
1000,2000,3000,5000	0.00	0.00	0.00	0.00	1,000.00	1,000.00
2000, 3000	29,849.00	37,331.00	0.00	29,849.00	38,078.00	67,927.00
2000, 3000, 4000	3,000.00	0.00	27,000.00	3,000.00	20,000.00	50,000.00
2000, 3000, 5000	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 5000, 6000	0.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	22,500.00	11,953.00	0.00	22,500.00	27,500.00	50,000.00
4000-4999: Books And Supplies	63,800.00	28,554.00	34,000.00	63,800.00	68,900.00	166,700.00
5000-5999: Services And Other Operating Expenditures	50,000.00	33,347.00	130,943.00	50,000.00	50,000.00	230,943.00
5700-5799: Transfers Of Direct Costs	10,965.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00	0.00	0.00	25,000.00	15,000.00	40,000.00
None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,496,441.00	2,548,397.00	2,632,951.00	2,496,441.00	3,111,299.00	8,240,691.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	0.00	0.00	11,516.00	0.00	0.00	11,516.00
1000, 2000, 3000, 4000	0000 Base, 0100 Supp/Conc, through 9999 Other	5,000.00	0.00	0.00	5,000.00	5,000.00	10,000.00
1000, 2000, 3000, 4000	LCFF	0.00	0.00	200.00	0.00	0.00	200.00
1000, 2000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000, 5000	0000 LCFF Base	1,500.00	0.00	0.00	1,500.00	0.00	1,500.00
1000, 2000, 3000, 4000, 5000	0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000, 5000	LCFF	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1000, 2000, 3000, 4000, 5000	LCFF, Other	0.00	0.00	1,800.00	0.00	0.00	1,800.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	142,663.00	141,456.00	0.00	142,663.00	149,264.00	291,927.00
1000, 3000	0000 LCFF Base	2,134,664.00	2,284,791.00	0.00	2,134,664.00	2,718,092.00	4,852,756.00
1000, 3000	0100 LCFF Supp/Conc	0.00	0.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	0.00	0.00	101,477.00	0.00	0.00	101,477.00
1000, 3000	LCFF, Other	0.00	0.00	2,169,807.00	0.00	0.00	2,169,807.00
1000, 3000	Other	0.00	0.00	6,870.00	0.00	0.00	6,870.00
1000, 3000, 4000, 5000	0100 LCFF Supp/Conc	7,500.00	0.00	0.00	7,500.00	7,500.00	15,000.00
1000, 3000, 5000	LCFF, Other	0.00	0.00	120,367.00	0.00	0.00	120,367.00
1000,2000,3000,5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	0.00	1,000.00	1,000.00
1000,2000,3000,5000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000,2000,3000,5000	LCFF, Other	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	0000 LCFF Base	29,849.00	37,331.00	0.00	29,849.00	38,078.00	67,927.00
2000, 3000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	0000 LCFF Base	3,000.00	0.00	0.00	3,000.00	15,000.00	18,000.00
2000, 3000, 4000	0100 LCFF Supp/Conc	0.00	0.00	0.00	0.00	5,000.00	5,000.00
2000, 3000, 4000	3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	LCFF	0.00	0.00	27,000.00	0.00	0.00	27,000.00
2000, 3000, 5000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000, 3000, 5000, 6000	LCFF, Other	0.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0000 LCFF Base	2,500.00	0.00	0.00	2,500.00	2,500.00	5,000.00
4000, 5000	0100 LCFF Supp/Conc	20,000.00	11,953.00	0.00	20,000.00	25,000.00	45,000.00
4000-4999: Books And Supplies	0000 Base, 0100 Supp/Conc	0.00	19,595.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0000 LCFF Base	27,500.00	5,300.00	0.00	27,500.00	32,700.00	60,200.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	12,300.00	160.00	0.00	12,300.00	12,600.00	24,900.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	34,000.00	0.00	0.00	34,000.00
4000-4999: Books And Supplies	Other	24,000.00	3,499.00	0.00	24,000.00	23,600.00	47,600.00
5000-5999: Services And Other Operating Expenditures	LCFF, Other	50,000.00	33,347.00	0.00	50,000.00	50,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	130,943.00	0.00	0.00	130,943.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	10,965.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	25,000.00	0.00	0.00	25,000.00	15,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	0000 LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
None	None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	403,832.00	313,103.00	461,824.00	403,832.00	400,086.00	1,265,742.00
Goal 2	2,060,109.00	2,231,795.00	2,167,121.00	2,060,109.00	2,679,113.00	6,906,343.00
Goal 3	32,500.00	3,499.00	4,006.00	32,500.00	32,100.00	68,606.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					