Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Nightingale Charter School	Tiffany S. Ashworth LCAP Coordinator	tashworth@stocktonusd.net 209-933-7035, ext. 2203

2017-20 Plan Summary

The Story

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

Originally a part of the Montezuma Elementary School District, Florence Nightingale Elementary opened as a kindergarten through eighth grade school in 1955. Nightingale became a part of SUSD in 1962, serving students in grades kindergarten through sixth grade.

As part of SUSD's court desegregation plan (Hernandez v. SUSD), Nightingale served only students in kindergarten through third grade from 1979 until 1992. Fourth through sixth grade students were transported to August Elementary School in northeast Stockton.

From 1992 until 2005, Nightingale served students in grades K-6 as a neighborhood school. An Accelerated Schools magnet program was offered from 1992 until 1998. This program was affiliated with Johns Hopkins University. Nightingale was converted to a K-7 school in 2006, and to a K-8 school in 2007. With respect to No Child Left Behind (NCLB) standards, Nightingale Elementary School was identified as a Persistently Low Achieving School in 2010.

In January 2010, the SUSD Board of Education received a proposal to rename Nightingale Elementary School as Jose Hernandez Elementary School and create a new agricultural science themed magnet school. The school board denied this proposal.

In March 2010, the school board received a proposal to approve a Turnaround intervention model for Nightingale Elementary School. This proposal was denied.

In April 2010, the school board approved a proposal to establish a planning year to develop a charter school intervention model. A charter committee was established immediately following Board approval.
In March 2011, the school board approved the charter petition for Nightingale Elementary School with a Project Based Learning (PBL) focus to begin the 2011 school year. A partnership was

established and a partnership with Teachers College of San Joaquin to provide teachers and staff professional development on PBL and planning was developed. During this time, a new principal was selected to oversee Nightingale Charter School and the implementation of PBL.

In years 2012 through 2016, Nightingale Charter School was approved to join the School Improvement Grant (SIG) Cohort III. This provided Nightingale Charter School with an hour of increased learning time (ILT), summer school, Saturday school, additional staff, funding for professional development and supplemental instructional materials. The extended school day was used for Project Based Learning. In year two of the grant, PBL implementation was expanded beyond the ILT to throughout the day by teachers with more experience and training. In year three and four of the grant, PBL implementation was further expanded beyond the ILT to throughout the day by more teachers with experience and training in conjunction with the District's Units of Study. Nightingale Charter School will serve students from kindergarten through eighth grade. This charter school educates an average of 350 students each year with the potential of increasing student enrollment in subsequent school years. Students who are enrolled shall 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 (76%) and English Learner (58%) populations are higher than Stockton Unified School District's Hispanic (64%) and English Learner (48%) populations. Most of our students come from families with large economic and social needs. The majority of students (100%) 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 School'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.

True attempts at providing a meaningful education for our target students lie in creating schools that are unfettered by centralized policies, schools that recognize both academic and nonacademic barriers to student achievement, and that create and implement innovative, research-based instructional plans to surmount and overcome those barriers, and that receive the financial and structural support necessary to carry them out. It is our goal and mission 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. We will establish partnerships with Stockton Unified School District (SUSD) secondary schools to create

further educational opportunities for our students and to stimulate continual improvements in all public schools.

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.

- GOAL 1 – Student Achievement: Nightingale 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. 10 Categories; 17 Actions/Services (pp. 41-61)

- State Priority: 2 – Implementation of State Standards, 4 – Student Achievement, 7 – Course Access, 8 – Other Pupil Outcomes

- District Goal: 1 - Every child by the end of 3rd grade will read and comprehend at the proficient level. 2 - Every child by the end of 9th grade will demonstrate mastery of Algebra concepts and application. 3 - Every child by the end of 12th grade will graduate and be college or career ready.

- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.

- LEA Plan: 1 - All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017, All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017; 2 - All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; 3 - By 2016-2017, all students will be taught by highly qualified teachers; 5 - All students will graduate from high school.

- Master Plan for English Learners: Part IV: Standards, Assessment, and Accountability - 1 – EL students will progress towards English language proficiency within 6 years of entering the EL Program (p. 18); 2 – EL and RFEP students will achieve academic success (p. 18)

- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 1 – English Language Arts/Reading, Goal 2 – Mathematics, Goal 3 – English Learner Outcomes

- Charter Petition (2016-2021): The Educational Program – Local Control Funding Formula (LCFF): The 8 State Priorities; Element 3: Method By Which Pupil Progress Toward Outcomes Will Be Measured – Charter School Goals & Actions to Achieve the State

Priorities, Measurable Goals of the Educational Program, Measurable Pupil Outcomes: Summative Assessment Performance Targets

- GOAL 2 – Safe and Healthy Learning Environments: Nightingale 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. 6 Categories; 6 Actions/Services (pp. 62-72)

- State Priority: 1 – Basic Services, 6 – School Climate

- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.

- LEA Plan: 3 - By 2016-2017, all students will be taught by highly qualified teachers; 4 - All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 4 – School Climate

- 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. 5 Categories; 10 Actions/Services (pp. 73-82)

- State Priority: 3 – Parent Involvement, 5 – Student Engagement

- Master Plan for English Learners: Part I: Parent Involvement

- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 5 – Family and Community Engagement

- Charter Petition (2016-2021): Element 1: The Educational Program – Local Control Funding Formula (LCFF): The 8 State Priorities; Element 3: Method By Which Pupil Progress Toward Outcomes Will Be Measured – Charter School Goals & Actions to Achieve the State Priorities, Measurable Goals of the Educational Program, Measurable Pupil Outcomes: Summative Assessment Performance Targets

Review of Performance

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

Greatest Progress

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) English Learner Progress was maintained even though the change from year to year resulted in a significant increase of 21.1 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 LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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 showed a decrease of 10.4 points in making progress toward meeting math standards. Three years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. 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) Math Assessment, all students showed a decrease of 8.3 points in making progress toward meeting English Language Arts standards. Three years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. 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.

These areas discussed above are included in the district's Administrative Expectations set by the Superintendent. The district's Administrative Expectations will continue into school year 2017-2018, with the purpose that leads to crucial conversations of the effectiveness of first instruction and reteaching (Tier 1), strategic interventions (Tier 2) and intensive interventions (Tier 3). 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 contracted with a consultant to evaluate the district's Units of Study resulting in the revision and confirmation of strong or exemplary Units of Study framework. The revisions will continue until all Units of Study are evaluated and rated as exemplary. 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. As we move into school year 2017-2018 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 intuitive/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 LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices we are implementing 33 LCAP actions/services to improve services for low income, English learners, and foster youth including using a portion of LCFF Supplemental/Concentration dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs and site stakeholder input.

Three significant actions to improve services are:

- Recalibration of strategies to increase English Learner's confidence and knowledge through integrated and designated ELD strategies and framework. (Goal 1, NSA: 3 – Primary Language Support)

- Revision and enhancement of the district's adopted curriculum, Units of Study, that provides students with hands on experiential lessons to develop and master today's educational standards. (Goal 1, NSA: 7 – Student Intervention Strategies and Support)

- Dedicated hours for parent-teacher conferences. (Goal 3, NMP: 3 – Parent and Teacher Engagement)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,364,073
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$2,496,441.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs were not included in the LCAP as they may not be included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$4,148,268

Annual Update

LCAP Year Reviewed: **2017-18**

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	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.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. **17-18** 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. Baseline (16-17) Project Based Learning- 3 Units per year and Units of Study

	Expected	Actual

Expected	Actual
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? **17-18** 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 De velopment standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.) **Baseline** Baseline (2015-2016): 100% Data Source: 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.) Actual - Yes 100%
Metric/Indicator State Priority 4A: Statewide Assessments **17-18** 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.)	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.) Target ELA Actual ELA Target Math Actual Math

Expected	Actual

Baseline
Baseline (2015-2016):

22% SBAC ELA

18% SBAC Math

Data Source: CAASPP, SUSD Illuminate by PT School

Metric/Indicator
State Priority 4B: The Academic Performance Index

17-18
The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

Baseline
Baseline (2014-2015):

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

N/A

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.

17-18
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 framework. (Verified by CALPADS.)

N/A

Expected	Actual
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 subsequent assessment of English proficiency, as certified by the state board. **17-18** 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	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.) Baseline (16-17)
Metric/Indicator State Priority 4E: The English learner reclassification rate. **17-18** To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.) Actual

Expected	Actual

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.

17-18
To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)

Baseline
Baseline (2015-2016):

32%

Data Source: College Board AP Exam

N/A

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.

17-18
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

Expected	Actual
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. **17-18** 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 Data Source: CALPADS	N/A
Metric/Indicator State Priority 7B: Programs and services developed and provided to unduplicated pupils.	N/A

Expected	Actual
17-18 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. **17-18** 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 Data Source: CALPADS	N/A
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.	Nightingale's Baseline Actual

	Expected	Actual

17-18

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

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

Baseline
Baseline (2015-2016):

16% met grade level proficiency in Reading

18% met grade level proficiency in Math

Data Source: MAP

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)	During the 2017-2018 Nightingale Charter did not need to purchase chrome books/ technology. All students except for kinder were at a one to one ratio. This item will be a reoccurring item for immediate needs and for an updating 3 year cycle to replace electronics.	4000-4999: Books And Supplies LCFF $26,000	NSA 1.1 $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning	During the 2017-2018 school year Nightingale allocated $500 per teacher for Common Core supplies based on their individual needs. Other basic instructional supplies were also purchased to ensure that both teachers and students have what they needed to be prepared for learning.	4000-4999: Books And Supplies LCFF $8,000	NSA 2.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $12,116

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 school year Nightingale sent Teachers to PBL World training and PLTW training.	1000,2000,3000,5000 LCFF, Other $0	NSA 3.1 $0

Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.
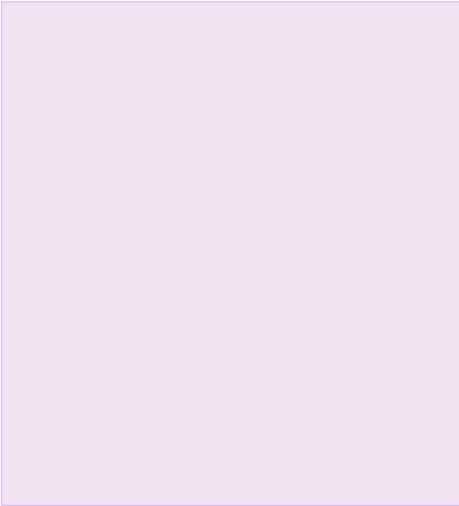
Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	During the 2017-2018 school year Nightingale received multiple training in the following areas. PBL PLC CHAMPS PLTW	5000-5999: Services And Other Operating Expenditures Other $130,943	NSA 4.1 5000-5999: Services And Other Operating Expenditures LCFF, Other $18,231

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NSA: 5 - Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional Learning	During the 2017-2018 school year Nightingale provided staff with extra support for PBL PLanning/ collaboration Unit of Study planning/ collaboration and Data analysis	1000, 3000 LCFF, Other $69,173	NSA 5.1 1000, 3000 LCFF, Other $106,244

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.

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)	During the 2017-2018 school year Nightingale has continued to implement a school culture of Professional Learning Communities strategies.	1000, 3000 Other $4,064	NSA 6.1 $0

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	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 NSA7.3 Library/Media (.4375 FTE)	During the 2017-2018 school year Nightingale Charter provided intervention strategies to students within their classrooms using small group instruction. The district did not allow Nightingale to hire an intervention teacher.	1000, 3000, 5000 LCFF, Other $120,367	NSA 7.1 $0 NSA 7.2 $0 NSA 7.3 $0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 Nightingale Charter funded a five day a week (1 FTE) coach. Technology was also purchased to assist in providing resources during meetings for interventions.	1000, 3000 LCFF $101,477	NSA 8.1 1000, 3000 0100 LCFF Supp/Conc $137,905 NSA 8.2 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,208

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	After School Programs were provided by the district.	1000, 2000, 3000, 4000, 5000 LCFF $0	NSA 9.1 $0
			NSA 9.2 $0
			NSA 9.3 $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 school year Nightingale Provided incentives for student and will continue to celebrate their success.	1000, 2000, 3000, 4000, 5000 LCFF, Other $1,800	NSA 10.1 $0
			NSA 10.2 $0
			NSA 10.3 $0

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

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Ask Daniel

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

Annual Update

LCAP Year Reviewed: 2017-18

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	Actual
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. **17-18** 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	Nightingale is appropriately staffed. Tenured Teachers- xxxxx xxxxxx Actual

	Expected	Actual

Expected	Actual
Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials. **17-18** 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	Nightingale staff and students have sufficient materials and access to all instructional needs. Actual 100%
Metric/Indicator State Priority 1C: School facilities are maintained in good repair. **17-18** To increase the number of school facilities in good repair. (Verified by the Facilitates 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)	School Facilities are in good standing. The campus is structurally maintained and clean.
Metric/Indicator State Priority 6A: Pupil suspension rates. **17-18** To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	Actual

Expected	Actual
Baseline Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	
Metric/Indicator Disproportionate student suspension rate of all significant subgroups will continue to decrease. **17-18** 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	Actual
Metric/Indicator State Priority 6B: Pupil expulsion rates.	Actual 0%

Expected	Actual
17-18 To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.) **Baseline** 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. **17-18** 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	Actual 0%
Metric/Indicator State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Actual

	Expected	Actual
	17-18 To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).) **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
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	During the 2017-2018 school year Nightingale's technology needs were minimal. 3 Troxell systems were purchased for three classrooms through Title 1 funds.	2000, 3000, 4000 LCFF $27,000	NLE 1.1 $0

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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	During the 2017-2018 school year Nightingale's campus was maintained clean and in fair condition.	2000, 3000, 5000, 6000 LCFF, Other $27,971	NLE 2.1 2000, 3000 0000 LCFF Base $29,264

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 school year Nightingale's staffing needs were met. 16 general classroom teachers 3 Special education teacher	1000, 3000 LCFF, Other $2,100,634	NLE 3.1 1000, 3000 LCFF, Other $1,825,468

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NLE: 4 - Parent and Community Relations To provide parents and students with the resources necessary to	District provided	1000, 2000, 3000 LCFF $0	NLE 4.1 $0

enhance relationships that creates safe and healthy learning environments.

NLE4.1 "Whole-Family" Response and Resources

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 school year Nightingale's health services were maintained.	1000, 2000, 3000 LCFF $11,516	NLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery $10,965

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 school year Nightingale's counselor consisted of 1.0 FTE.	1000, 3000 LCFF $0	NLE 6.1 1000, 3000 0000 LCFF Base $131,684

Academic Learning Supports, and A-G course completion	

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2017-18**

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	Actual
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. **17-18** 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.)	Nightingale offers opportunities for outreach and parent input and participation in making decisions for the school district and the school through: Parent Coffee Meetings ELAC School Site Council Charter Advisory Committee

Expected	Actual
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. **17-18** 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	N/A
Metric/Indicator State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs. **17-18** 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.)	N/A

Expected	Actual

Baseline
Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator
State Priority 5A: School attendance rates.

17-18
To increase attendance rates.
(Verified by CALPADS.)

Baseline
Baseline (2015-2016):

94.37%

Data Source: SUSDs Student Information System, BiTech

Actual

Metric/Indicator
State Priority 5B: Chronic absenteeism rates.

17-18
To decrease chronic absenteeism rates. (Verified by CALPADS.)

Baseline
Baseline (2015-2016):

7.95%

Data Source: SUSDs Student Information System

Actual

Metric/Indicator
State Priority 5C: Middle school dropout rates.

17-18
To decrease middle school dropout rates. (Verified by CALPADS.)

Actual 0%

Expected	Actual
Baseline Baseline (2015-2016): .3% Data Source: CALPADS	
Metric/Indicator State Priority 5D: High school dropout rates. **17-18** To decrease high school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 13% Data Source: CALPADS	N/A
Metric/Indicator State Priority 5E: High school graduation rates. **17-18** To increase high school graduation rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 81% Data Source: CALPADS	N/A

Actions / Services

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

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)	Nightingale offers opportunities for outreach and parent input and participation in making decisions for the school district and the school through: Parent Coffee Meetings ELAC School Site Council Charter Advisory Committee	1000, 2000, 3000, 4000, 5000 LCFF $1,000	NMP 1.1 $0
			NMP 1.2 $0
			NMP 1.3 $0
			NMP 1.4 $0
			NMP 1.5 $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Nightingale provides parents, students, and community members with notices that go home and are posted at the school site, messages through our school messenger dailer, and an on-line notice provider (Peachjar).	2000, 3000, 5000 LCFF $0	NMP 2.1 $0

SUSD community and stakeholders.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Nightingale implements "Nightingale Academic Teams" that provides parents with data and information/ strategies to assist with academic learning at home. Babysitting services and translation are available to parents.	1000, 3000 Other $2,806	NMP 3.1 2000, 3000, 4000 3010: IASA-Title 1 Basic Grants-Low $1,155

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Nightingale students participates in different opportunities such as: Kennedy Games PLUS-Peer Leaders Uniting Students Program PBIS- Positive Behavior Intervention Systems	1000, 2000, 3000, 4000 LCFF $200	NMP 4.1 $0 NMP 4.2 $0

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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) | Nightingale celebrates student attendance monthly during morning announcements, and at Trimester Awards Ceremonies. | 2000, 3000 LCFF $0 | NMP 5.1 4000-4999: Books And Supplies Other $552 |

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2018-19**

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?

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.

The initial outreach was conducted during two Board of Education meetings (April 11, 2017 and April 25, 2017) to provide a foundation of the LCAP progress, status, and providing information on the state mandated changes.

Immediately following, the district began meeting with stakeholders (Union Leaders – April 26, 2017, SUSD Teachers – April 27, 2017, APSARA Community – April 28, 2017) to advise them on the status of last year's plan, what was funded and how well it is working so far, and to gain input on the new plan.

District staff communicated with the Parent Advisory Committee (PAC) and District English Learner Parent Advisory Committee/District English Learner Parent Involvement Committee (DELAC/DELPIC) initially seeking input in the development of the Community LCAP Survey tool. This occurred in January 2017 and February 2017 prior to the finalization of the survey and posting on the district's website and electronic mail notifications. In addition, the PAC (May 15, 2017 and May 30, 2017) and DELAC/DELPIC (May 24, 2017) informational meetings were held on and let our stakeholder groups know planning was underway, a review of the draft LCAP and invited their input.

On March 1, 2017, the district opened the Community LCAP Survey and closing it on April 7, 2017. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDConnects newsletter, and posting on the district's website. The district continued its outreach to students with the assistance of the PLUS Coordinator and this year received more than 2,170 responses to questions surrounding the SUSD 2017-2020 LCAP. Again, many of those suggestions recommended more ... (review LCAP survey results)

Throughout the 2016-2017 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 2015-2016 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.

On June 27, 2017, district staff presented the final LCAP and Annual Plan for approval to the Board of Education.

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 2016, 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 2016, 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 2016-2017 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 2016-17 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 Units of Studies in 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
	18% SBAC Math Data Source: CAASPP, SUSD Illuminate by PT School	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.)	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.)	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.)
State Priority 4B: The Academic Performance Index	Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	N/A	N/A
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.	Baseline (2015-2016): 26% Data Source: CALPADS	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 framework. (Verified by CALPADS.)	N/A	N/A
State Priority 4D: The percentage of English	Baseline (2015-2016):	To increase the percentage of English	To increase the percentage of English	To increase the percentage of English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	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	Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)
State Priority 4E: The English learner reclassification rate.	Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.) Nightingale Charter BaselineXXXXXXX	To increase the English Learner reclassification rate. (Verified by Dataquest.) Nightingale Charter BaselineXXXXXXX
State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	Baseline (2015-2016): 32% Data Source: College Board AP Exam	To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.)
State Priority 7B: Programs and services developed and provided to unduplicated pupils.	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	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.)	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.)	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.)
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.	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, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		models, and behavior/mental health/physical support. (Verified by CALPADS.)	models, and behavior/mental health/physical support. (Verified by CALPADS.)	models, and behavior/mental health/physical support. (Verified by CALPADS.)
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.	Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) Nightingale Charter BaselineXXXXXXX To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.) Nightingale Charter BaselineXXXXXXX	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) Nightingale Charter BaselineXXXXXXX To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.) Nightingale Charter BaselineXXXXXXX

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

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

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

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,000	$26,000	$26,000
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)

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NSA: 2 - Instructional Materials and Supplies To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching	NSA: 2 - Instructional Materials and Supplies To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching	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.

NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning | and strategies that related to the Common Core State Standards.

NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning | and strategies that related to the Common Core State Standards.

NSA2.1 Increase classroom supplies and resources to teachers, including Project Based Learning |

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:

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**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.	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.	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	$0
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)

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

| All
Students with Disabilities
[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 [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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	2018-19 Actions/Services	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.	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.	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.

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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NSA: 5 - Teacher Collaboration, Monitoring and Support	NSA: 5 - Teacher Collaboration, Monitoring and Support	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.	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.	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	$108,369
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)

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

All Students with Disabilities [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 [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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	2018-19 Actions/Services	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)	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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,064	$25,000	$25,000
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)

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NSA: 7 - Student Intervention Strategies and Support	NSA: 7 - Student Intervention Strategies and Support	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)	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	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

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	$140,663
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	$30,000
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	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	2018-19 Actions/Services	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	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	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

2017-18 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

2018-19 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

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

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 Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension 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 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 Data Source: 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.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	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	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.	Baseline (2014-2015): 82% Data Source: 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).)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

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	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	2018-19 Actions/Services	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.	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.	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	NLE1.1 Technology infrastructure and Wireless Access Points (WAP) / Troxell Systems for 3 classrooms	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	$3,000
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)	**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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	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	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	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	$29,849
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)	**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	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	2018-19 Actions/Services	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	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	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	$1,861,977
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)

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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	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	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	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	$0
Source	LCFF	None	None
Budget Reference	1000, 2000, 3000	None NLE 4.1	None 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

Unchanged 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.

NLE5.1 Subacute Health Care Services Response and Management

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.

NLE5.1 Subacute Health Care Services Response and Management

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

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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NLE: 6 - School Counseling To provide all students with social and emotional systems of supports that lead to	NLE: 6 - School Counseling To provide all students with social and emotional systems of supports that lead to	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 | 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 | 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	$134,318
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 6.1	1000, 3000 6.1
Amount		$20,000	$20,000
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
State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.	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 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.)	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.)	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.)
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.	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 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,	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,	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,

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.	Baseline (2015-2016): 7.95% Data Source: SUSDs Student Information System	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.	Baseline (2015-2016): .3% Data Source: CALPADS	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.	Baseline (2015-2016): 13% Data Source: CALPADS	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.	Baseline (2015-2016): 81% Data Source: CALPADS	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)

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

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

2018-19 Actions/Services

2019-20 Actions/Services

2017-18	2018-19	2019-20
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	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	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 Academic Movie Nights (4 times a year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$300	$300
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 NMP 1.1	1000, 2000, 3000, 4000, 5000 NMP 1.1
Amount		$300	$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.2	1000, 2000, 3000, 4000, 5000 NMP 1.2
Amount		$300	$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.3	1000, 2000, 3000, 4000, 5000 NMP 1.3
Amount		$300	$300
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 NMP 1.4	1000, 2000, 3000, 4000, 5000 NMP 1.4

Amount	$300	$300
Source	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000, 4000, 5000 NMP 1.5	1000, 2000, 3000, 4000, 5000 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	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	2018-19 Actions/Services	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.	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.	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)

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

All Students with Disabilities	

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)

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	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) NMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate	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	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

Unchanged Action

2017-18 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.

2018-19 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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$24,000	$24,000
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: **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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$596,382	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

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).

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.

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).

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

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).

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

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,632,951.00	2,274,792.00	2,632,951.00	2,496,441.00	2,496,441.00	7,625,833.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	172,663.00	172,663.00	345,326.00
0000 LCFF Base	0.00	160,948.00	0.00	2,199,013.00	2,199,013.00	4,398,026.00
0100 LCFF Supp/Conc	0.00	151,229.00	0.00	39,800.00	39,800.00	79,600.00
1100 Unrestricted Lottery	0.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
3010: IASA-Title 1 Basic Grants-Low	0.00	1,155.00	0.00	0.00	0.00	0.00
LCFF	175,193.00	0.00	175,193.00	0.00	0.00	175,193.00
LCFF, Other	2,319,945.00	1,949,943.00	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	137,813.00	552.00	137,813.00	24,000.00	24,000.00	185,813.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,632,951.00	2,274,792.00	2,632,951.00	2,496,441.00	2,496,441.00	7,625,833.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	11,516.00	0.00	11,516.00	0.00	0.00	11,516.00
1000, 2000, 3000, 4000	200.00	0.00	200.00	5,000.00	5,000.00	10,200.00
1000, 2000, 3000, 4000, 5000	2,800.00	0.00	2,800.00	1,500.00	1,500.00	5,800.00
1000, 3000	2,278,154.00	2,201,301.00	2,278,154.00	2,277,327.00	2,277,327.00	6,832,808.00
1000, 3000, 4000, 5000	0.00	0.00	0.00	7,500.00	7,500.00	15,000.00
1000, 3000, 5000	120,367.00	0.00	120,367.00	0.00	0.00	120,367.00
1000,2000,3000,5000	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	0.00	29,264.00	0.00	29,849.00	29,849.00	59,698.00
2000, 3000, 4000	27,000.00	1,155.00	27,000.00	3,000.00	3,000.00	33,000.00
2000, 3000, 5000	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 5000, 6000	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0.00	0.00	0.00	22,500.00	22,500.00	45,000.00
4000-4999: Books And Supplies	34,000.00	13,876.00	34,000.00	63,800.00	63,800.00	161,600.00
5000-5999: Services And Other Operating Expenditures	130,943.00	18,231.00	130,943.00	50,000.00	50,000.00	230,943.00
5700-5799: Transfers Of Direct Costs	0.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	25,000.00	25,000.00	50,000.00
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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,632,951.00	2,274,792.00	2,632,951.00	2,496,441.00	2,496,441.00	7,625,833.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	11,516.00	0.00	11,516.00	0.00	0.00	11,516.00
1000, 2000, 3000, 4000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
1000, 2000, 3000, 4000	LCFF	200.00	0.00	200.00	0.00	0.00	200.00
1000, 2000, 3000, 4000, 5000	0000 LCFF Base	0.00	0.00	0.00	1,500.00	1,500.00	3,000.00
1000, 2000, 3000, 4000, 5000	LCFF	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1000, 2000, 3000, 4000, 5000	LCFF, Other	1,800.00	0.00	1,800.00	0.00	0.00	1,800.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	142,663.00	142,663.00	285,326.00
1000, 3000	0000 LCFF Base	0.00	131,684.00	0.00	2,134,664.00	2,134,664.00	4,269,328.00
1000, 3000	0100 LCFF Supp/Conc	0.00	137,905.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	101,477.00	0.00	101,477.00	0.00	0.00	101,477.00
1000, 3000	LCFF, Other	2,169,807.00	1,931,712.00	2,169,807.00	0.00	0.00	2,169,807.00
1000, 3000	Other	6,870.00	0.00	6,870.00	0.00	0.00	6,870.00
1000, 3000, 4000, 5000	0100 LCFF Supp/Conc	0.00	0.00	0.00	7,500.00	7,500.00	15,000.00
1000, 3000, 5000	LCFF, Other	120,367.00	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	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	0.00	29,264.00	0.00	29,849.00	29,849.00	59,698.00
2000, 3000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	0000 LCFF Base	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
2000, 3000, 4000	3010: IASA-Title 1 Basic Grants-Low	0.00	1,155.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	LCFF	27,000.00	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
2000, 3000, 5000, 6000	LCFF, Other	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0000 LCFF Base	0.00	0.00	0.00	2,500.00	2,500.00	5,000.00
4000, 5000	0100 LCFF Supp/Conc	0.00	0.00	0.00	20,000.00	20,000.00	40,000.00
4000-4999: Books And Supplies	0000 LCFF Base	0.00	0.00	0.00	27,500.00	27,500.00	55,000.00

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	0.00	13,324.00	0.00	12,300.00	12,300.00	24,600.00
4000-4999: Books And Supplies	LCFF	34,000.00	0.00	34,000.00	0.00	0.00	34,000.00
4000-4999: Books And Supplies	Other	0.00	552.00	0.00	24,000.00	24,000.00	48,000.00
5000-5999: Services And Other Operating Expenditures	LCFF, Other	0.00	18,231.00	0.00	50,000.00	50,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Other	130,943.00	0.00	130,943.00	0.00	0.00	130,943.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	0.00	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	0.00	0.00	0.00	25,000.00	25,000.00	50,000.00
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.

Goal	Total Expenditures by Goal					
	2017-18 Annual Update Budgeted	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	461,824.00	275,704.00	461,824.00	403,832.00	403,832.00	1,269,488.00
Goal 2	2,167,121.00	1,997,381.00	2,167,121.00	2,060,109.00	2,060,109.00	6,287,339.00
Goal 3	4,006.00	1,707.00	4,006.00	32,500.00	32,500.00	69,006.00

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