

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) and School Plan for Student Achievement (SPSA)

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CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
34-67439-0102038	May, 28, 2019	June 27, 2019

# 2019-20 Plan Summary

## The Story

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

Sacramento Charter High School (SCHS/Sac High) is a college-prep independent charter school serving approximately 630 students in grades 9-12. The Sacramento City Unified School District (SCUSD) approved the school's original charter in 2003 and has awarded Sac High three five-year renewals. The school is currently renewed through the 2021-22 school year. Sac High earned WASC accreditation during the first year of operations and has maintained accreditation since.

The Sac High campus is located in the Oak Park neighborhood of Sacramento. An inner-city, urban area, Oak Park is characterized by its high poverty levels and a balance of different racial/ethnic minority families. The school is centrally located in Sacramento, easily accessible by major freeways, and within five miles of downtown Sacramento and the State Capitol. In addition to being within about ten miles of California State University, Sacramento (CSUS) and University of California at Davis, Sac High is close to a variety of community colleges and post-secondary vocational schools.

Approximately 70% of Sac High students are eligible for free or reduced-price meals as a part of the National School Lunch Program. The Sac High student population is inclusive of students with a wide range of talents and abilities. Sac High also provides Special Education services and an English Language Development Program to students whose native language is one other than English.

Sac High's college-going culture is designed to give all students the opportunity to be accepted to, attend and ultimately graduate from a four-year college and the school has made its high school graduation requirements match the college entry requirements for public universities in California, known as the A-G requirements.

Sac High has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. The school is guided by the following Expected Schoolwide Learning Results (ESLRs):

1. Students will be industrious, critical thinkers demonstrated by their academic success in all content areas.
2. Students will be lifelong learners who are prepared to attend and be successful at a 4 year college.
3. Students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others.

Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. Sac High focuses relentlessly on high student performance through standardized tests and other objective measures. Sac High also strongly believes the measure of a person's success lies in what he or she gives to others. Through a community service requirement (40 hours per year for all four years), students develop a

strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Through service students also deepen their learning, are empowered to become leaders, and benefit the communities in which they live.

## **LCAP Highlights**

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

NOTE: This LCAP only plans for the 2019-20 school year (charters that submit yearly budgets to their authorizer are only required to submit a one-year LCAP).

This year's LCAP maintains the same overall goals and actions of the previous year's LCAP. Sacramento Charter High School continues to maintain a focus on improvement and excellence in the following areas: ensuring students are prepared for college, providing an ideal learning environment, engaging parents, and building a stable organization that utilizes best practices in all areas (financial, academic, etc.).

The requirements of the School Plan for Student Achievement (SPSA) are also contained in this LCAP as the LCAP template follows the same structure as the new SPSA template. Therefore, this LCAP includes funding information for Title I, Part A and Title II, Part A. Going forward, Sac High will use the LCAP alone to fulfill the requirements of both the LCAP and the SPSA. Any additional federal requirements not covered in the LCAP will be fulfilled in the LCAP Addendum.

# Review of Performance

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

## Greatest Progress

There are two areas of progress at Sac High in 2018-19, both of which are based on preliminary numbers as of May 2019. As official data are released, this information will be updated.

#1: On the 2017-18 CAASPP, in both math and ELA, Sac High saw a significant decrease in the number of students that met or exceeded standards (see below). On the 2018 CA Dashboard, both ELA and Math had performance levels of Orange. Preliminary, unofficial numbers from the 2018-19 CAASPP in both math and ELA indicate increases in both areas.

ELA 16-17 % of students Meeting + Exceeding: 65%

ELA 17-18 % of students Meeting + Exceeding: 37%

Math 16-17 % of Students Meeting + Exceeding: 23%

Math 17-18 % of students Meeting + Exceeding: 10%

#2: On the 2018 CA Dashboard, Sac High had a performance level of Orange for its Suspension Rate. In addition, the school has been identified as having a disproportionate number of special education students suspended. The focus in 2018-19 on school climate and culture has led to a significant decrease in the number of suspensions as well as the number of students suspended, as reported through local systems, pending official reporting in the summer of 2019.

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

## **Greatest Needs**

Sac High's CA Dashboard showed a performance level of Orange for College/Career. This indicator on the Dashboard looks at the degree to which high school students are prepared for success after graduation based on measures such as graduation rate, performance on state tests, and college credit courses. Sac High's graduation rate continue to be above 90% and performance on state assessments is predicted, based on preliminary results, to increase.

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

## **Performance Gaps**

Sacramento Charter High School has an unduplicated pupil percentage that is over 55%, and therefore the most efficient way to increase/improve services to low-income students, English learners, and foster youth is through schoolwide actions / services. Sac High will continue to provide these services with an eye on specifying ways in which to better reach the unduplicated pupil population (example: PD that specifically addresses how best to implement the CCSS for English Learners).

# Comprehensive Support and Improvement

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

## Schools Identified

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

Not Applicable

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

# Budget Summary

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

DESCRIPTION	AMOUNT
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year (including Title I and Title II funds)	\$2,986,624

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.

The primary costs not captured in the LCAP are overhead costs. These include lease expense, utilities expense, communications & internet expense, housekeeping expenses and salaries not specifically highlighted in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$6,297,661

## Categorical Funds

DESCRIPTION	AMOUNT
Title I, Part A	\$234,742
Goal 1 - Site instruction coordinators, TAs, academic counselor	\$122,242
Goal 2 - City Year partnership	\$112,500
Title II, Part A	\$ 41,928
Goal 1 - professional development	\$ 41,928

# Annual Update

LCAP Year Reviewed: 2018-19

## Goal 1

Ensure all students graduate prepared to attend and succeed at a four-year college/university.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Increase the percent of students who meet or exceed CAASPP proficiency in Math and ELA each year.

Increase by at least 1 percentage point for both ELA and Math

The next release of the CA Dashboard should show our EL indicator staying in the green or blue region. This is determined via both the status of the most recent EL Indicator (percentage of students who improve a level on the EL assessment-- giving extra credit to LTELs, or maintain at a high level, or who were reclassified in the previous year) and the change from the previous year.

ELA 16-17 % of students Meeting + Exceeding: 65%  
ELA 17-18 % of students Meeting + Exceeding: 37%

Math 16-17 % of Students Meeting + Exceeding: 23%  
Math 17-18 % of students Meeting + Exceeding: 10%

18-19 not available as of May 2019

Due to the transition to a new assessment (from CELDT to ELPAC), the 2018 CA Dashboard did not report a color indicator for English Learner (EL) Progress. Instead, only the first year of scores on the ELPAC were reported in the CA Dashboard as shown below.

Level 4 - Well Developed: 50%

Level 3 - Moderately Developed: 23%

Level 2 - Somewhat Developed: 15%

Level 1 - Beginning Stage: 12%

	Pending 18-19 scores as of May 2019
The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80% (agree or strongly agree with the statement “Overall, I am satisfied with Sac High”).  Goal - 45% at midyear for 18-19.	17-18, 23% (an additional 39% were neutral)  18-19 (to 9th grade students, as well as 10-12th graders)  9th grade: 29% (an additional 43% were neutral) 10-12th: 17% (an additional 42% were neutral)
Maintain an ADA of 95% or better (measured at Q3)	17-18 Q3 (3/21/18): 95.1% 18-19 Q3 (3/22/19): 93.9%
Increase student retention yearly until reaching at least 90% for students who are enrolled on census day.  Goal was 75% for 17-18 to 18-19.	% of students (9th, 10th and 11th graders) enrolled on Census Day from year to year: 15-16 to 16-17: 73.8% 16-17 to 17-18: 69.3% 17-18 to 18-19: 75.3%
Scholars will demonstrate a commitment to service by completing required community service hours.  The goal was that 85% of students would complete their 1st semester hours on time.	17-18 semester 1 % completed on time: 80.4% 18-19 semester 1 % completed on time: 58%  NOTE: for 18-19, 9th graders had a different expectation for community service. The above number is only for 10-12th grades and is reflective of passing Advisory (which includes completing community service hours).

## Actions / Services

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide CCSS-aligned curriculum, assessments and high quality instruction.</b></p> <ul style="list-style-type: none"> <li>Identify benchmarks in Math and ELA for grades 9, 10, and 11</li> <li>Assess curriculum, identify gaps &amp; develop/order new curriculum as needed and purchased Algebra I curriculum (CPM) and English 9 curriculum from the College Board (SpringBoard)</li> <li>Assess instructional materials, identify gaps, order new materials as needed by departments</li> <li>Increase individualized instruction by lowering class size (30 or under)</li> <li>Integrate technology into curriculum and instruction. Incorporate technology objectives into lesson plans.</li> </ul>	<p><b>Provide CCSS-aligned curriculum, assessments and high quality instruction.</b></p> <ul style="list-style-type: none"> <li>9th grade aligned benchmarks (all areas)</li> <li>10-12 math benchmarks</li> <li>Purchased Alg II, Geo and Chem curriculum for students</li> <li>Many classes are below 30 students</li> </ul>	<p>3,156,441 - General fund for teacher salary and benefits</p> <p>87,128 - Title I for site instruction coordinators</p> <p>37,364 fo TA/academic counselor</p>	<p>3,156,441</p> <p>pending</p> <p>37,364</p>

## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide individual and team-focused professional development and support for teachers, staff and administrators.</b></p> <ul style="list-style-type: none"> <li>• Offer on-going, differentiated, research-based professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture</li> <li>• Develop forum for teachers to share best practices and collaborate with educators</li> <li>• Set aside funding for staff to attend conferences, seminars and trainings as needed (federal, state, local).</li> <li>• Strengthen process for recruiting and hiring teachers with appropriate credentials. Provide continuing education training to teachers on a case by case basis to maintain certification.</li> <li>• Implement comprehensive teacher evaluation system.</li> <li>• Train teachers to identify low performing students and provide targeted supports and early interventions to these students</li> <li>• Train teachers to address the needs of students with differentiated learning styles, particularly students with disabilities, special learning needs (including gifted and talented), and ELL students</li> <li>• Train teachers to use and integrate technology into curricula and instruction</li> <li>• Train teachers in making data driven decision in the classroom using</li> </ul>	<p><b>Provide individual and team-focused professional development and support for teachers, staff and administrators.</b></p> <ul style="list-style-type: none"> <li>• Offer on-going, differentiated, research-based professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture</li> <li>• Set aside funding for staff to attend conferences, seminars and trainings as needed (federal, state, local).</li> <li>• Strengthen process for recruiting and hiring teachers with appropriate credentials. Provide continuing education training to teachers on a case by case basis to maintain certification.</li> <li>• Implement comprehensive teacher evaluation system.</li> <li>• Train teachers to identify low performing students and provide targeted supports and early interventions to these students</li> <li>• Train teachers to address the needs of students with differentiated learning styles, particularly students with disabilities, special learning needs (including gifted and talented), and ELL students</li> <li>• Train teachers in making data driven decision in the classroom using benchmark and college readiness assessments and the tracking of student academic achievement in the classroom and on state mandated assessments</li> </ul>	<p>41,928 from Title II for PD</p>	<p>32,084</p>

<p>benchmark and college readiness assessments and the tracking of student academic achievement in the classroom and on state mandated assessments</p> <ul style="list-style-type: none"><li>● Train teachers to improve classroom management, school climate and culture, and student behavior</li><li>● Train teachers to partner with parents in their child's education</li></ul>			
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## Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Strengthen infrastructure for ongoing analysis of student performance and progress.</b></p> <ul style="list-style-type: none"> <li>• Create (or select) CCSS aligned EOY and benchmark assessments</li> <li>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas</li> </ul>	<p><b>Strengthen infrastructure for ongoing analysis of student performance and progress.</b></p> <ul style="list-style-type: none"> <li>• Create (or select) CCSS aligned EOY and benchmark assessments</li> <li>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas</li> </ul>	<p>No budgeted amount</p>	<p>NA</p>

## Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).</b></p> <ul style="list-style-type: none"> <li>● Strengthen Advisory Curriculum</li> <li>● Strengthen pathways program</li> <li>● Expand course offerings and accelerated learning options (e.g. AP classes)</li> <li>● Increase student exposure to the college matriculation process</li> <li>● Continue Sac High’s partnership with College Track as cohorts of seniors continue to matriculate to college.</li> <li>● Continue to offer summer school</li> <li>● Services and assistance for homeless youth</li> <li>● Develop or update Ed Plans (student handbook, weekly check-ins, student-led conferences)</li> <li>● Increase access to and capacity of technology, including a permanent tech lab with a designated staff person and the continued expansion of use of classroom carts</li> </ul>	<p><b>Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).</b></p> <ul style="list-style-type: none"> <li>● Increase student exposure to the college matriculation process</li> <li>● Continue Sac High’s partnership with College Track as cohorts of seniors continue to matriculate to college.</li> <li>● Continue to offer summer school (will be offered summer 18-19)</li> <li>● Services and assistance for homeless youth</li> <li>● Increase access to and capacity of technology, including a permanent tech lab with a designated staff person and the continued expansion of use of classroom carts</li> </ul>	<p>20,000 for tech lab coordination</p>	<p>pending</p>

## Analysis - Goal 1

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

Sac High focused on building the 9th Grade Academy and implementing instructional coaches and support in the classroom at all grade levels. Teachers focused on data-driven decisions in the classroom and the teacher evaluation system was used to facilitate teacher development.

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

The effectiveness is still to be seen in quantitative data (i.e., 2018-19 CAASPP, ELPAC scores). Strides were made in implementing rigorous curriculum and instruction in the classroom, and supporting new teachers in analyzing student data to make classroom decisions. Math curriculum and instruction were a focus bolstered by having a dedicated staff focused on developing these areas. Sac High continues its focus on college-readiness and success, by partnering with City Year and providing full-time college counseling.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

The focus was shifted to curriculum, instruction and building supports in the classroom, with less focus on using technology in the classroom (as a focus of professional development).

## Goal 2

Ensure all students are educated in learning environments that are clean, healthy, and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6, 8

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Increase the percentage of staff, students and parents who report that the campus is safe and has a positive school culture annually until it reaches at least 90%.

Staff:

- I feel connected and committed to the mission and vision of SHPS: maintain above 90%

Students:

- My school is a safe environment in which to learn: 50%

Parents:

- School provides a safe environment for students to learn: 75%

Staff:

- 17-18: 89%
- 18-19: 70%

Students:

- 17-18: 39%
- 18-19
  - 9th grade: 43%
  - 10-12th grades: 32%

Parents:

- 17-18: 61%
- 18-19: response rate to parent survey was too low to report/evaluate

Conduct quarterly school safety and cleanliness inspections and drills

Completed quarterly.

## Actions / Services

### Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</b></p> <ul style="list-style-type: none"> <li>● Revise and strengthen Bridge week</li> <li>● Strengthen advisory program curriculum, including study skill and character development curriculum</li> <li>● Continue study hall</li> <li>● Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed</li> <li>● Updating handbook and student policies</li> <li>● Revise the use and implementation of In-School Suspension</li> <li>● Partner with City Year in implementation</li> <li>● Explore adding staff to increase social-emotional support for students (e.g. social worker, psychologist)</li> <li>● Increase health and wellness resources available to students (e.g. healthy students initiative, advisory lessons focused on school garden and healthy eating, Cooking Club)</li> </ul>	<p><b>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</b></p> <ul style="list-style-type: none"> <li>● Revise and strengthen Bridge week (called Culture Week for 9th Grade Academy)</li> <li>● Strengthen advisory program curriculum, including study skill and character development curriculum</li> <li>● Continue study hall</li> <li>● Review student behavior data with teachers and staff and develop academic/behavior plans with parents as needed</li> <li>● Updating handbook and student policies</li> <li>● Partner with City Year in implementation</li> </ul>	<p>181,292 General Fund for Deans salaries</p> <p>112,500 Title I for City Year</p>	<p>263,151</p> <p>162,500</p>

## Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide cleaner and better maintained facilities.</b></p> <ul style="list-style-type: none"> <li>• Conduct quarterly cleanliness and safety walk inspections and drills</li> </ul>	<p><b>Provide cleaner and better maintained facilities.</b></p> <ul style="list-style-type: none"> <li>• Conduct quarterly cleanliness and safety walk inspections and drills</li> </ul>	None	NA

## Analysis - Goal 2

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

The focus this year was on building a positive culture, not a punitive one. Sac High has focused on reviewing behavior/incident (i.e., suspension) data regularly. The administrators and deans have implemented processes schoolwide to ensure consistent consequences for behavior, as well as positive supports for students who are excelling (i.e., student of the month). Advisory curriculum, particularly in the 9th Grade Academy, was revised and implemented to strengthen culture. City Year provided additional classroom and school supports. The student-parent handbook was revised for the 18-19 school year, as well as mid-year, to provide more information on school expectation (i.e., policies).

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

Preliminary, and unofficial, yearlong discipline data indicate that the school has significantly decreased suspensions schoolwide to less than 50% of 17-18 suspension numbers. 43% of 9th graders and 32% of 10-12th graders feel that their school provides a safe environment in which to learn which is below expectations and the target of 50%. 2018-19 staff survey data indicate that 70% of teachers and staff feel committed to the vision and missions of St. HOPE Public Schools, a drop from 17-18 and below the target.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

No material changes were made to this goal.

## Goal 3

Empower parents and families to become more actively engaged in supporting their child(ren)'s education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 8

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Increase the percentage of families completing parent survey annually until it reaches at least 75%.

Goal to increase participation to 35%.

17-18 participation rate: 18%

Sac High conducted a mid-year parent survey in 18-19. Less than 10 families participated in the survey. Therefore, data is not available for this goal

## Actions / Services

### Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</b></p> <ul style="list-style-type: none"> <li>Utilize social media to inform parents of key events and celebrations.</li> <li>Host a Town Hall for parents at to open lines of communication for improvement</li> </ul>	<p><b>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</b></p> <ul style="list-style-type: none"> <li>Utilize social media to inform parents of key events and celebrations.</li> <li>Host a Town Hall for parents at to open lines of communication for improvement</li> </ul>	<p>1,000 from General fund for parent engagement</p>	<p>pending</p>

## Actions / Services

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.</b></p> <ul style="list-style-type: none"> <li>• Improve parent involvement structure</li> <li>• Partner with the Early Academic Outreach Program (EAOP) from UC Davis who conducted Parent Village trainings for parents</li> </ul>	<p><b>Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.</b></p> <ul style="list-style-type: none"> <li>• Improve parent involvement structure</li> </ul>	<p>15,000 Title I for EAOP</p>	<p>pending</p>

# Analysis

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

Sac High took several steps to increase parent involvement in 2018-19. St. HOPE Public Schools used social media (i.e., Instagram), its website and regular emails/autocalls to parents to keep them informed. Wednesday packets went out to all grades with important updates, a weekly newsletter and other timely information. The school held open houses, open conferences (9th grade) and a family literacy night (9th grade). Teachers regularly contacted parents directly. Attendance at on campus events for 9th Grade Academy was very high for all offerings.

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

Quantitative data was not kept for parent involvement, except the survey response rate which was not calculated. The school had an active School Site Council, but was not able to convene an English Learner Advisory Council due to lack of response. The metric identified to gauge effectiveness was not effective (the survey).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

The overall goal did not change - to engage and empower parents to be involved in their student's education.

## Goal 4

Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Close the fiscal year with a balanced budget	Balanced in 18-19
Maintain an ADA of 95% or better	As of 3/22/19: 93.9%

## Actions / Services

### Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Institute strategies to maintain high attendance and improved student retention.</b></p> <ul style="list-style-type: none"> <li>● Adhere to attendance policy</li> <li>● Maintain and further develop attendance incentive system that was led by our partners from CityYear</li> <li>● Maintain and further develop systems to track and report student progress more often during the school year</li> <li>● Improve the Academic Intervention systems (Attendance, Academics, Behavior) and the shared leadership amongst Deans and Grade Level Chairs</li> </ul>	<p><b>Institute strategies to maintain high attendance and improved student retention.</b></p> <ul style="list-style-type: none"> <li>● Adhere to attendance policy</li> <li>● Maintain and further develop attendance incentive system that was led by our partners from CityYear</li> <li>● Maintain and further develop systems to track and report student progress more often during the school year</li> <li>● Improve the Academic Intervention systems (Attendance, Academics, Behavior) and the shared leadership amongst Deans and Grade Level Chairs</li> </ul>	<p>50,000 from General Fund for Salaries</p>	<p>50,000</p>

## Actions / Services

### Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Manage operations and fiscal reporting to obtain an acceptable audit for Sac High at the end of each fiscal year.</b></p> <ul style="list-style-type: none"> <li>● Implement sound fiscal policies and controls</li> <li>● Allocate sufficient funds for all programmatic and operational expenses</li> <li>● Continue weekly meetings with Sac High Business Manager and Home Office Finance Team</li> <li>● Administration of Title I program for compliance</li> </ul>	<p><b>Manage operations and fiscal reporting to obtain an acceptable audit for Sac High at the end of each fiscal year.</b></p> <ul style="list-style-type: none"> <li>● Implement sound fiscal policies and controls</li> <li>● Allocate sufficient funds for all programmatic and operational expenses</li> <li>● Continue weekly meetings with Sac High Business Manager and Home Office Finance Team</li> <li>● Administration of Title I program for compliance</li> </ul>	<p>281,000 from General Fund for finance and operations support</p>	<p>pending</p>

## Actions / Services

### Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</b></p> <ul style="list-style-type: none"> <li>• Invite SCUSD board members and staff to visit campus</li> <li>• Visit high performing charters and traditional public schools as part of PD</li> </ul>	<p><b>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</b></p> <ul style="list-style-type: none"> <li>• Invite SCUSD board members and staff to visit campus</li> <li>• Visit high performing charters and traditional public schools as part of PD</li> </ul>	None	NA

## Analysis - Goal 4

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

School administrators, deans and advisory teachers focused on student attendance. New processes were implemented to ensure better, more accurate attendance tracking. Students were both identified as high-risk and celebrated for their attendance. St. HOPE Public Schools worked with Sac High staff to ensure appropriate spending.

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

SART/SARB were not fully utilized for students this year despite individualized support for students by administrators, deans and teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

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

No major changes were made to this goal, actions or services.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout the year, Sacramento Charter High School consulted with stakeholders regarding short and long term plans. Some examples of arenas in which feedback was solicited include:

- School Site Council Meetings

- SHPS Board Meetings (quarterly)

- Stakeholder Surveys (mid-year and end of year)

- Parent Meetings

- Individual end of year meetings between administration and staff regarding the direction of the school

The School Site Council specifically used its meetings in the spring of 2019 to review the LCAP/SPSA goals for 18-19 to gauge areas of strength and needs for the next year. The SSC reviewed each goal and its planned services/actions to review what was done, what wasn't accomplished, and possibilities for next year. Because the school uses a combined LCAP/SPSA format, the SSC also approves the LCAP/SPSA and recommends it to the board for final approval.

2018-19 Schoolsite Council Roster		
Role	Name	Office
Principal	Kari Wehrly	Chairperson
9th gr Academy Site Lead	Priyah Singh	
Certificated Teacher	Alex Dash	
Certificated Teacher	Courtney Hunter	Co-Secretary
Certificated Teacher	Lisa Minehart	
Certificated Teacher	Virginia Shedd	
Certificated Teacher	Pam Castori	
Non Certified Staff Member	Faye Lawrence	Co-Secretary
Non Certified Staff Member	Katie Jung	
Parent/Community Member	Elesia Morris	
Parent/Community Member	Elizabeth Pickett	
Parent/Community Member	Yolanda Hankerson	
Parent/Community Member	Annie Oliver	
Student Member	Angel Bravo	
Student Member	Laiyoni Powe	
Student Member	Nala Powe	
Student Member	Anthony Stephen	
ELAC Parent Representative	vacant	

## Impact on LCAP and Annual Update

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

The LCAP continues to maintain its primary structure across all of St. HOPE Public School's LEAs, with minor differences among them. The goals continue to mirror the overall goals of the broader organization, and the actions/services that support these goals. Stakeholder input has helped shape changes to some of the specific actions/services, programs or implementation of those programs at Sac High.

# Goals, Actions, & Services - 19-20

Strategic Planning Details and Accountability

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

Unchanged Goal

## Goal 1

Ensure all students graduate prepared to attend and succeed at a four-year college/university

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

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

### Identified Need:

Increase the percent and number of students demonstrating they are college ready in reading, writing, math, and social studies.

Increase student engagement.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
<p>Increase the percentage of students who meet or exceed CAASPP proficiency in Math and ELA each year</p>	<p>ELA 17-18 % of Students Meeting + Exceeding: 37%</p> <p>Math 17-18 % of Students Meeting + Exceeding: 10%</p> <p>Will update with 18-19 numbers when these are known.</p>	<p>Increase by at least 1 percentage point for both ELA and Math</p>
<p>The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%.</p>	<p>Mid-year student survey 18-19</p> <p>9th grade: 29%</p> <p>10-12th grades: 17%</p>	<p>45% for mid year 19-20</p>
<p>Maintain an ADA of 95% or better</p>	<p>93.9% through Q3 at Sac High 18-19</p>	<p>95% by Q3 in 19-20</p>
<p>Increase student retention yearly until reaching at least 90% for students who are enrolled on census day.</p>	<p>75.3% from 17-18 to 18-19</p>	<p>80% for 18-19 to 19-20</p>
<p>Scholars will demonstrate a commitment to service by completing required community service hours</p>	<p>60% of students in 10-12th grade completed their 1st semester service requirement in 18-19 (based on passing Advisory grade for semester 1) .</p>	<p>At least 85% of students will complete their 1st semester service requirement in 19-20.</p>

# Planned Actions / Services

## Action 1.1

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):

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OR

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

**Students to be Served:**

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

**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
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**Actions/Services**

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

Modified
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2019-20 Actions/Services

- Provide CCSS-aligned curriculum, assessments and high quality instruction.**
- Identify benchmarks in Math and ELA for grades 9, 10, and 11
  - Assess curriculum, identify gaps & develop/order new curriculum as needed
  - Assess instructional materials, identify gaps, order new materials as needed by departments
  - Increase individualized instruction by keeping class sizes smaller (30 or under)

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	2,398,954
Source	General Fund for teacher Salary and Benefits
Budget Reference	

Year	<b>2019-20</b>
Amount	122,242
Source	Title I for Site Instruction coordinators, TAs and academic counselor
Budget Reference	

## Action 1.2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Modified

### 2019-20 Actions/Services

**Provide individual and team-focused professional development and support for teachers, staff and administrators.**

- Offer on-going, differentiated, research-based professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture
- Develop forum for teachers to share best practices and collaborate with educators
- Set aside funding for staff to attend conferences, seminars and trainings as needed (federal, state, local).
- Strengthen process for recruiting and hiring teachers with appropriate credentials. Provide continuing education training to teachers on a case by case basis to maintain certification.
- Implement comprehensive teacher evaluation system.
- Train teachers to identify low performing students and provide targeted supports and early interventions to these students
- Train teachers to address the needs of students with differentiated learning styles, particularly students with disabilities, special learning needs (including gifted and talented), and ELL students
- Train teachers to use and integrate technology into curricula and instruction

- Train teachers in making data driven decisions in the classroom using benchmark and college readiness assessments and the tracking of student academic achievement in the classroom and on state mandated assessments
- Train teachers to improve classroom management, school climate and culture, and student behavior
- Train teachers to partner with parents in their child's education

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	41,928 for PD
Source	Title II
Budget Reference	

# Action 1.3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Unchanged

### 2019-20 Actions/Services

**Strengthen infrastructure for ongoing analysis of student performance and progress.**

- Create (or select) CCSS aligned EOY and benchmark assessments
- Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	No budgeted amount

## Action 1.4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

Modified

2019-20 Actions/Services

**Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).**

- Strengthen Advisory Curriculum
- Strengthen electives program
- Expand course offerings and accelerated learning options (e.g. AP classes)
- Increase student exposure to the college matriculation process
- Continue Sac High’s partnership with College Track as cohorts of seniors continue to matriculate to college.
- Continue to offer summer school as needed
- Services and assistance for homeless youth
- Develop or update Ed Plans (student handbook, weekly check-ins, student-led conferences)

**Budgeted Expenditures**

Year	2019-20
Amount	None
Source	
Budget Reference	

# 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

Ensure all students are educated in learning environments that are clean, healthy, and safe.

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

State Priorities: 1, 4, 5, 6, 8

Local Priorities:

### Identified Need:

Improve school safety, facilities, and culture

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
<p>Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90%.</p>	<p>Staff:</p> <ul style="list-style-type: none"> <li>● I feel connected and committed to the mission and vision of SHPS: 70%</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>● My school is a safe environment               <ul style="list-style-type: none"> <li>○ 9th grade: 43%</li> <li>○ 10-12th grades: 32%</li> </ul> </li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>● School provides a safe environment for students to learn: 61% (17-18; 18-19 NA)</li> </ul>	<p>Staff: 90%</p> <p>Students:50%</p> <p>Parents:75%</p>
<p>Conduct quarterly school safety and cleanliness inspections and drills</p>	<p>Completed</p>	<p>Completed</p>

# Planned Actions / Services

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

## Action 2.1

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Modified

### 2019-20 Actions/Services

**Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.**

- Revise and strengthen Culture Week (9th Grade Academy)
- Strengthen advisory program curriculum, including study skill and character development curriculum
- Continue study hall
- Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed
- Updating handbook and student policies
- Revise the use and implementation of In-School Suspension

- Partner with City Year in implementation
- Explore adding staff to increase social-emotional support for students (e.g. social worker, psychologist)
- Increase health and wellness resources available to students (e.g. healthy students initiative, advisory lessons focused on school garden and healthy eating, Cooking Club)

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	\$260,000
Source	General Fund for Dean salaries
Budget Reference	

Year	<b>2019-20</b>
Amount	\$112,500
Source	Title I for City year
Budget Reference	

## Action 2.2

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

**Students to be Served:**

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

**Location(s):**

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

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**OR**

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

**Students to be Served:**

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

**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
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**Actions/Services**

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

Modified
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2019-20 Actions/Services

**Provide cleaner and better maintained facilities.**

- Conduct quarterly cleanliness and safety walk inspections and drills

**Budgeted Expenditures**

Year	2019-20
Amount	No budgeted amount

# 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

Empower parents and families to become more actively engaged in supporting their child(ren)'s education.

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

State Priorities: 3, 4, 5, 8

Local Priorities:

### Identified Need:

Increase opportunities for parent involvement as well as participation

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Increase the percentage of families completing parent survey annually until it reaches at least 75%	18% for EOY in 17-18 (18-19 NA)	35% for 19-20
Track parent participation at school events to determine baseline percent of parents coming to at least 1 onsite school event (parent sign ins)	NA	NA

Increase the percent of parents logging in to The Illuminate Parent Portal to check student grades and attendance.	None	Create Baseline
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# 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 3.1

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Modified

### 2019-20 Actions/Services

**Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.**

- Utilize social media to inform parents of key events and celebrations.
- Host a Town Hall for parents at to open lines of communication for improvement

**Budgeted Expenditures**

Year	2019-20
Amount	\$1,000
Source	General fund for parent engagement
Budget Reference	

## Action 3.2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Modified

2019-20 Actions/Services

### Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.

- Improve parent involvement structure
- Increase parent participation in parent surveys by offering online surveys (in addition to paper surveys), conducting surveys at onsite activities, increase staff/teacher role in communicating parent surveys to parents.

### Budgeted Expenditures

Year	2019-20
Amount	none
Source	
Budget Reference	

# 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 4

Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide.

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

State Priorities: 1, 3, 4, 5, 7, 8

Local Priorities:

### Identified Need:

Maintain a balanced budget

Maintain and continue to strengthen the LEA's relationship with its charter authorizer (SCUSD) and other schools

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Close the fiscal year with a balanced budget	Balanced in 18-19	Balanced in 19-20
Maintain an ADA of 95% or better	93.9% as of end of Q3 during 18-19.	95% or above in 19-20

# Planned Actions / Services

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

## Action 4.1

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 2019-20

Modified

### 2019-20 Actions/Services

**Institute strategies to maintain high attendance and improved student retention.**

- Adhere to attendance policy
- Maintain and further develop attendance incentive system
- Maintain and further develop systems to track and report student progress more often during the school year
- Improve the Academic Intervention systems (Attendance, Academics, Behavior) and the shared leadership amongst Deans and other staff

**Budgeted Expenditures**

Year	<b>2019-20</b>
Amount	\$50,000
Source	General fund for salaries
Budget Reference	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$pending

pending

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).

Sacramento Charter High School has an unduplicated pupil percentage above 55%. Therefore, it has been determined that the most efficient way to reach unduplicated pupil populations is through school-wide implementation of actions/services being provided. Still, the LEA ensures that much of what we do specifically targets at-risk students from our unduplicated pupil populations.

## **For low income pupils**

Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.

Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

## **For English Learners and recently reclassified students**

Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.

Provide a broad range of standards-aligned supplemental resources.

Provide additional assessment, academic support and social-emotional instruction to reclassified students who have not made adequate progress

Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

## **For foster youth**

Ensure needed policies and infrastructures are in place to support and monitor the educational success of foster youth.

Improve communication with guardians