

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Leadership High School	Corinne Benson, Director of Administration Beth Silbergeld, Principal	cbenson@leadershiphigh.org bsilb@leadershiphigh.org

2017-20 Plan Summary

The Story

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

Mission to develop college-ready youth leaders whose lives are rooted in love, justice, resilience, emotional, and physical well-being.

This year, Leadership High School (“Leadership”) celebrates its twentieth year. It is the oldest charter high school in San Francisco, and the oldest start-up charter high school in the state.

Leadership has always been a small school, but enrollment has fluctuated and demographics have shifted as a result of five moves within the city, at times making it challenging to recruit and retain students. Leadership has maintained much of the foundational charter--college preparatory program, focus on leadership and social justice, and building a tight-knit community of adults supporting a tight-knit community of students to realize their potential. Leadership was designed to facilitate a focus on gaining college admissions and fostering college readiness, with all students graduating meeting the A-G requirements. Over the time of Leadership’s existence, enrollment has ranged from 250 to 400; our belief is that maintaining a small school environment is the single most important factor in enabling us to best support each and every student on their secondary education path.

2019 demographics:

- Total number of students: 304
- English Learners: 11%
- Foster youth: <1%

- Socioeconomically disadvantaged: 72%
- Ethnicity/Race:
 - Latinx: 72%
 - African American/Black: 17%
 - Filipino: 4%
 - Pacific Islander: 3%
 - White: 3%
 - Asian: 1%

Leadership's curriculum is standards-based, with some additional signature leadership curriculum and signature projects that distinguish our students' high school experience. LHS graduates must demonstrate a deep understanding of and progress toward mastery of the **LHS' School Wide Outcomes (SWOs)** by the end of their senior year: Communication, Critical Thinking, Social Responsibility, and Personal Responsibility. Students defend their progress in the SWOs in the portfolio process. Teachers use the SWOs in making rubrics for student work.

All students take **Leadership I**, an ethnic studies class, in 9th grade, in which they learn about the history of the various ethnic groups that are represented in the classes. This history is interwoven with connections to current events and student's exploration of their family history, creating an empowering foundation of understanding our society and systems of power and oppression. Students continue this work in social studies and advisory in the 10th and 11th grade, culminating in a **portfolio** presentation focused on the SWOs to peers and families in the 12th grade. In the 11th grade, all students craft a 5-part **Epic Poem**, an interdisciplinary project done in U.S. history class and English. In 12th grade, students take **Advanced Leadership**, in which students read theoretical texts and connect them to their lives and ambitions for themselves and for the change that they want to see in the world. The capstone project for this class is the **Senior Exhibition**. In this project, students address an essential research question of their own crafting which is grounded in their identity and addresses their specific interest in effecting change in their communities and in the world at large.

As part of our mission to create an environment in which young people can learn healthful ways of coping and recovering from conflict or harm, we have invested in restorative practices—hiring a full-time Director of Restorative Practices who teaches students and staff the tenets of how to restore relationships when harm has been done. While this type of work may take years to show quantitative results, we believe that prioritizing this work has contributed to our low drop-out, suspension, expulsion rate and high graduation and college acceptance rates. We will look to the California Healthy Kids Survey annually to measure other socio-emotional and physical health successes and gaps or opportunities.

LCAP Highlights

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

Key goals and priorities will remain, with some new initiatives in support of improved student achievement, as reflected in SBAC scores, and increased college-readiness.

High Level Goals for 2019-20

1. Students will become college-ready.

- a. Referencing and building on department vertical planning
- b. Collecting data to inform instruction (formative testing, Healthy Kids survey)
- c. Maintaining small class sizes, especially for math
- d. Investing in advisory
- e. Investing in math tutoring
- f. Investing in attendance coordinator
- g. Investing in AP classes
- h. Piloting dual-enrollment with city college
 - i. Investing in cell phone pouches to support in-class focus
- j. Investing in computer equipment

2. Teachers will be equipped with information, support, knowledge, and skill-building opportunities.

- a. Creating targeted professional development plans
- b. Providing opportunities and funds throughout the year
- c. Recruiting and retaining highly qualified teachers, with credentials in the appropriate subject areas

3. The broader community will be included in decision-making and broader issues affecting our students will inform decisions.

- a. Increasing frequency of communication with families about ways in which to participate
- b. Administering annual surveys to students and families about school priorities
- c. Administering California Healthy Kids Survey annually
- d. Continuing to build on integrating restorative practices among students and families.

Review of Performance

Greatest Progress

Leadership's Board and staff embrace the belief that it is our work to provide a rigorous curriculum to prepare scholars for the college-selection process and the ability to do college-level work, as well as developing community leaders who will thrive in the Bay Area and beyond both socially and economically. We are proud to be a small high school in San Francisco specifically focused on empowering students to be the first in their families to attain a four-year college degree. The number of students who will be the first in their families to attend a four-year college has steadily grown each year and now represents around 85% of graduating seniors each year.

Leadership is committed to serving all the students who walk through our door. We are proud of our low overall suspension rate of approximately 3% (compared to an average of approximately 7% for demographically similar schools in SF) and our commitment to work with students wherever they are on their journey toward responsible adulthood and developing a mindset of social responsibility.

Leadership has a well-developed, highly effective advisory program that ensures that every student is known well by at least one adult and is supported in a community of fellow students. Through advisory, all students must pass graduation portfolios and exhibitions, in addition to the traditional college-preparatory course requirements. Every student at Leadership receives college advising, starting in the ninth grade. In addition, we have partnered with First Graduate, a local non-profit organization, to support our Advisors and Academic Counselor with college advising for each scholar.

By focusing resources on teaching and learning, LHS maintains a student-to-teacher ratio of 15:1; class sizes average 22 students, lower than SFUSD average class sizes in English and Math (25 and 26, respectively).

Toward our goal of equity, Leadership's graduation requirements align to the course eligibility requirements of the CSU and UC systems. Students must earn grades of C- or better in all classes required for graduation (A-G). Hence, 100% of graduates meet college eligibility requirements. We have improved in the percentage indicator on the college/career indicator and anticipate ongoing growth in that metric.

This year was the first full implementation of formal, formative testing in the form of NWEA MAP tests. We assess students in grades 9-11 in math and 9-12 in reading 3 times a year. This enables teachers to provide students with action plans based on their scores and to differentiate more effectively in the classroom. Our reading scores across grades 9-11 show steady growth, even though the LHS average is below the national average until 12th grade, when LHS students score higher than the national average. Math scores also show growth from fall to spring each year, but LHS students are scoring several points shy of average. These outcomes are both hopeful and informative and given the faculty motivation and tools implement data-driven changes to their instruction and to create personalized learning plans for each student.

Greatest Needs

We recognize that while we have many strengths, we share the struggles that many schools within our district face in terms of **meeting students' needs and demonstrating strong academic achievement**. Our **SBAC test scores, in particular, reveal shortfalls in advancing student achievement**, while comparable to some other demographically similar schools within the district, are not acceptable to us. Addressing this fundamental challenge while continuing to do what the data shows we do well—high graduation rate, high college matriculation rate, low suspension/expulsion/drop out rates, differentiation, cultivation of a strong community— is our primary task.

The SBAC is only one metric, but we also know that we serve a community of students who has been historically underserved and while they are bright and resilient, they may not see themselves as scholars and may not have the habits or conditions to support scholarly achievement. It is our goal to identify students who are struggling academically and to create a plan for academic success, supported by parents, mentors, teachers, and their advisor. We do this via our Academic Intervention Process and our Advisory Class.

Performance Gaps

Leadership students are currently performing below standard on the SBAC:

- English Language Arts: 46.3 points below standards (22.2 points lower than previous year)
- Math: 139.4 below standard (.9 points lower than previous year)

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

Because our student population is 72% socioeconomically disadvantaged, Leadership will continue to employ school-wide strategies to support these students. To that end, we will continue to invest in:

- Small class sizes, including the advisory model
- Weekly in-class and after school math tutor
- Restorative practices director
- Attendance coordinator
- Instructional Reform Facilitator

- Targeted professional development, including pullout days for departments and grade level teams
- Coaching model, with department leads, for teachers

In addition, in the coming year,
Leadership will invest in

- a strategic planning process to guide future investments and inform priorities
- cell phone pouches to support scholarly culture and academic focus
- additional computers (laptops) to give students, especially those who are not able to afford a laptop or home internet access, opportunities to work on writing and presentation projects in and out of class time on campus.

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	\$ 3,818,641.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 492,000.00

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.

Portion of certificated teaching salaries (minimum, without advisory, coaches, small math classes):	\$686,507.00
Employee Benefits:	\$599,630.00
Classified salaries:	\$532,006.00
Pupil Support & Certificated Administrator salaries:	\$223,107.00
Rent:	\$130,941.00
Business services (EdTec):	\$88,000.00
IT support:	\$85,000.00
Janitorial:	\$73,907.00
Sports:	\$74,000.00
Administrative, oversight, legal, contingency:	\$43,143.00
SpEd encroachment:	\$48,076.00
Substitute teachers:	\$48,000.00
Utilities:	\$48,502.00
Photocopies and postage machine leases:	\$47,940.00
Office supplies, etc:	\$32,225.00
Insurance:	\$17,772.00
Oversight:	\$12,496.00
Accounting fees/audit:	\$12,602.00
Student information system:	\$11,000.00
Internet:	\$9,000.00
Repairs & Maintenance:	\$6,253.00

Staff recruiting:	\$6,000.00
Dues and Memberships:	\$4,284.00
Fundraising expenses:	\$3,957.00
Travel:	\$4,054.00
Postage and delivery:	\$4,000.00
Counseling department:	\$3,825.00
Student recruiting:	\$3,000.00
Non-LCAP total:	\$2,849,227.00

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 3,341,227.00

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1: Students will become college-ready

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2, Implementation of State Standards

Priority 4, Pupil Achievement

Priority 7, Course Access

Priority 8, Pupil Outcomes

Local Priorities:

WASC Action Plan

Data Collection and Analysis, #1 Establish formalized assessment plans for each grade level.

Data Collection and Analysis, #2 Analyze gradebooks for equitable results.

Data Collection and Analysis, #3 Create personalized growth plans for each student.

Department Vertical Planning, #6 Use course maps to guide instruction.

Instructional and Curriculum Improvement, #9 Improve intervention for targeting students who need to make the most gains in skills

Instructional and Curriculum Improvement, #10 Analyze graduation vs. state requirements for college readiness.

Annual Measureable Outcomes

Expected

Actual

Increased student achievement will be reflected in higher SBAC

Math scores were flat and ELA scores decreased in 2018.

Expected

Actual

scores	
Metric for college readiness will improve on the dashboard.	39.7% of students determined college-ready
Attendance percentage will remain high	P-Annual ADA of 93.5

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
Smaller class sizes for math	Capped all math classes at 22	\$80,000.00	\$80,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish quarterly department pullout days	Held quarterly department days for Math and Socials Studies; 2 for English and Spanish	\$11,200.00	\$9,200.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Tutoring weekly	Math tutoring weekly	\$25,000.00	\$25,000.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research CTE	Research CTE	\$0	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invest in IO (data analysis software)	Invest in IO (data analysis software)	\$4,000.00	\$4,000.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invest in NWEA formative testing (including procurement of necessary laptops)	Invest in NWEA formative testing	\$11,000.00	\$11,000.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Build staff skills in data analysis and presentation	Build staff skills in data analysis and presentation	\$0	\$0

Analysis

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

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

In general, we adhered to the action steps and the budget. Where there are differences, we intend to fully implement these actions in the 2019-20 school year.

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

We await SBAC scores, but our attendance rates, college acceptance rates, and graduation rates are strong.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While not all departments were able to pull out of their classes once a quarter to plan and analyze data, 2018-19 was the first year we implemented this and we are confident that we can build on the experience of the math and social studies departments for the coming year.

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

We will not be making any changes to this plan nor the action items until reviewing the SBAC scores.

Goal 2: Teachers will be equipped with information support knowledge, and skill-building opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic Services

Priority 6: School Climate

Priority 8: Pupil Outcomes

Local Priorities:

WASC Action Plan

Professional Development Plan, #7 Build skill and capacity of teachers.

Professional Development Plan, #8 Increase opportunities for targeted professional development.

Annual Measureable Outcomes

Expected

Actual

Teachers will show growth in their practice via coaching and observation.

Most coaches met more consistently with the teachers in their purview

We will have roster of annual Professional Development topics.

In process

Teachers will implement a Teacher Participatory Action Research project and present at the end of the year.

50% of teachers completed this

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
Coaches will be assigned to teachers	Coaches were assigned to teachers	\$94,000.00	\$94,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will be surveyed and this will inform a roster of annual PD topics	This work has begun but is not completed	\$0	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will be given the structure and support and time to develop TPAR projects	50% of teachers completed their projects.	\$0	\$0

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.

Teachers used pullout days effectively, resulting in adjusted curriculum and unit plans and, in many cases, one on one conversations with students about their growth on MAP scores, where they should be focused next, and which skills they might need to review. Teachers were better able to provide the differentiated instruction that is necessary in their classroom of diverse scholars.

Professional development plans—both annual and individual—are still in the process of being established.

The Teacher Participatory Action Research projects were effective in helping teachers focus on an area of their practice which interested them. A plan for a modified approach emerged at the end of the 2018-19 school year so that a higher percentage of teachers would be able to complete a TPAR in the 2019-20 school year.

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

The actions were mostly successful. Individual surveys still need to be administered and the schoolwide PD plan needs to be created and shared with the entire faculty and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

No changes will be made in terms of expected outcomes or services in the coming year.

Goal 3: The broader community will be included and engaged in decision-making and

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 6: School Climate

Local Priorities:

WASC Action Plan

Community Involvement: #4 Strengthen home-school connection and engage more families more fully.

Community Involvement: #5 Improve communication with and empower parents and students to participate fully in the school operations, especially with decision-making connected toward improved services and outcomes for unduplicated students

Annual Measureable Outcomes

Expected

Actual

2 evening All Family Meetings will be held

1 Principal Chat was held

Quarterly School Site Council Meetings will be held

2 School Site Council meetings were held.

Weekly emails to families with news and opportunities to participate

Communication increased in frequency, but was not weekly.

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
2 evening All Family Meetings held 4 School Site Council Meetings held	2 School Site Council Meetings held 1 Principal Chat held	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly email to families	More frequent, but not weekly, communication with families	\$0	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer annual Family School Climate Survey	Administer annual Family School Climate Survey	\$0	\$0

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.

While we have close to 90% participation in twice yearly family meetings between advisors, students, and their families, we have not provided all of the opportunities we intended to for participation in strategic decision-making.

We have increased the frequency of our communication with families and the Principal chat format was successful.

We administered surveys, but aim to share more of the results with our broader community.

Based on family surveys, we have learned that families are pleased with many aspects of the operations of Leadership, but there is also an articulated need to hear more and more regularly from us.

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

We expect that the outcomes of the actions/services to be effective when they are fully implemented in the 2019-20 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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.

NA

Stakeholder Engagement

LCAP Year: 2019-2020

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?

Staff & Faculty: Throughout the year at weekly professional development and in days at the start and end of the school year.

Students: Students participated in two surveys connected to school climate and were asked to share strengths and shortcomings of their experience of Leadership.

Families: The Principal held two school site council meetings and one “principal chat.” Families were encouraged to attend Board meetings at which the LCAP and priorities were discussed. Families were surveyed once about their experience of the school.

Board meetings: 6 Board meetings are held annually during which school priorities and budget are discussed.

Impact on LCAP and Annual Update

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

Included in revised plan:

- Staff and faculty advocated for continuing to invest in coaching, professional development, and pullout days.
- Students articulated an appreciation for the advisory model and field trip and elective options.
- Families articulated a need for more communication via text.
- Families indicated that students needed instructional materials in math to reference at home.

Not included in revised plan:

- Students requested a part-time mental health professional located on campus.
- Parents suggested additional security staff.

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 1

Students will become college-ready.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2, Implementation of State Standards

Priority 4, Pupil Achievement

Priority 7, Course Access

Priority 8, Pupil Outcomes

Local Priorities:

WASC Action Plan

Data Collection and Analysis, #1 Establish formalized assessment plans for each grade level.

Data Collection and Analysis, #2 Analyze gradebooks for equitable results.

Data Collection and Analysis, #3 Create personalized growth plans for each student.

Department Vertical Planning, #6 Use course maps to guide instruction.

Instructional and Curriculum Improvement, #9 Improve intervention for targeting students who need to make the most gains in skills

Instructional and Curriculum Improvement, #10 Analyze graduation vs. state requirements for college readiness.

Identified Need:

Students need to demonstrate higher achievement on standardized tests, particularly the SBAC.
Students should be demonstrating consistent growth in math and reading at all grade levels, every semester.
Given our stated mission of preparing students for college, our college acceptance rate must be 95% or higher.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Scores: ELA & Math	Red zone	Red zone	Green zone or better	Green zone or better
MAPP Growth	NA	NA	National average	Above national average
College acceptance rate	95%	96%	94%	95%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Leadership High School

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)

School-wide

School-wide

9-12

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Smaller class sizes for math; advisory classes

Establishment of Coaches/Department Leads; Teacher pullout days; Small class sizes

Limit class size in spite of growing enrollment; textbooks/curriculum and instructional materials; purchase of 2 laptop carts and 78 Chromebooks; Investment in cell phone pouches

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$481,297.00	\$461,986.00	\$492,000.00
Source	Concentration & Supplemental Grants	Concentration & Supplemental Grants	Concentration & Supplemental Grants LCFF funding

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

Unchanged Goal

Goal 2

Teachers will be equipped with information, support, knowledge, and skill-building opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic Services

Priority 6: School Climate

Priority 8: Pupil Outcomes

Local Priorities:

WASC Action Plan

Professional Development Plan, #7 Build skill and capacity of teachers.

Professional Development Plan, #8 Increase opportunities for targeted professional development.

Identified Need:

In order for Leadership to improve academic outcomes, teachers need to be skilled and have the knowledge and resource to reflect on and improve their practice, adjusting curriculum for individual needs and for their classes.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Individual Teacher PD plans	NA	NA	NA	For 80% of teachers
TPAR participation	NA	NA	50%	75%
Completed Annual PD Plan	NA	NA	In process	Complete

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Leadership High School

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)

School-wide

Scope of Services:

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

School-wide

Location(s):

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

9-12

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PD for math department

Coaches established

PD survey administered

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000.00	28,000.00	30,000.00
Source	LCFF & Title II	LCFF & Title II	LCFF & Title II

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

Unchanged Goal

Goal 3

The broader community will be included in decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement

Priority 6: School Climate

Local Priorities:

WASC Action Plan

Community Involvement: #4 Strengthen home-school connection and engage more families more fully.

Community Involvement: #5 Improve communication with and empower parents and students to participate fully in the school operations, especially with decision-making connected toward improved services and outcomes for unduplicated students

Identified Need:

Leadership must increase teacher, family, and student engagement in strategy and budget decisions.

We seek to increase the frequency of communication with families and increase the number of opportunities that families have to come to our campus and participate in supporting their student in meaningful ways.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of Principal Chats/School Site Council Meetings	NA	NA	3	4
Weekly email communication home	NA	NA	NA	Weekly email communication
School climate survey to families	NA	NA	Administered once	Administer twice

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):

All

Leadership High School

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)

School-wide

Scope of Services:

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

School-wide

Location(s):

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

9-12

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

NA

2018-19 Actions/Services

2 School Site Council Meetings held
1 Principal Chat held
1 Family Survey conducted
1 student surveys conducted--TEN
California Healthy Kids Survey

2019-20 Actions/Services

4 Principal chats held
1 Family Surveysconducted
1student surveys conducted--TEN
1 teacher climate survey conducted
California Healthy Kids Survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$800.00	\$800.00
Source	NA	LCFF	LCFF

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

\$ 477,670.00

17 %

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).

Because our unduplicated count is 72%, our investments are all school-wide. Additionally, because we invested in increasing teacher salaries, our largest increase in expenditures for the coming year are as follows:

- Compensation + benefits+ STRS for 3.0 FTE for smaller class sizes:\$400,000.00
- Textbooks/curriculum/instructional materials: \$30,000.00
- Purchasing 2 additional laptop carts and 78 more laptops: \$52,000.00
- Cell phone pouches to improve scholars' focus: \$10,000.00

Total: \$492,000.00