

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McGill School of Success Charter

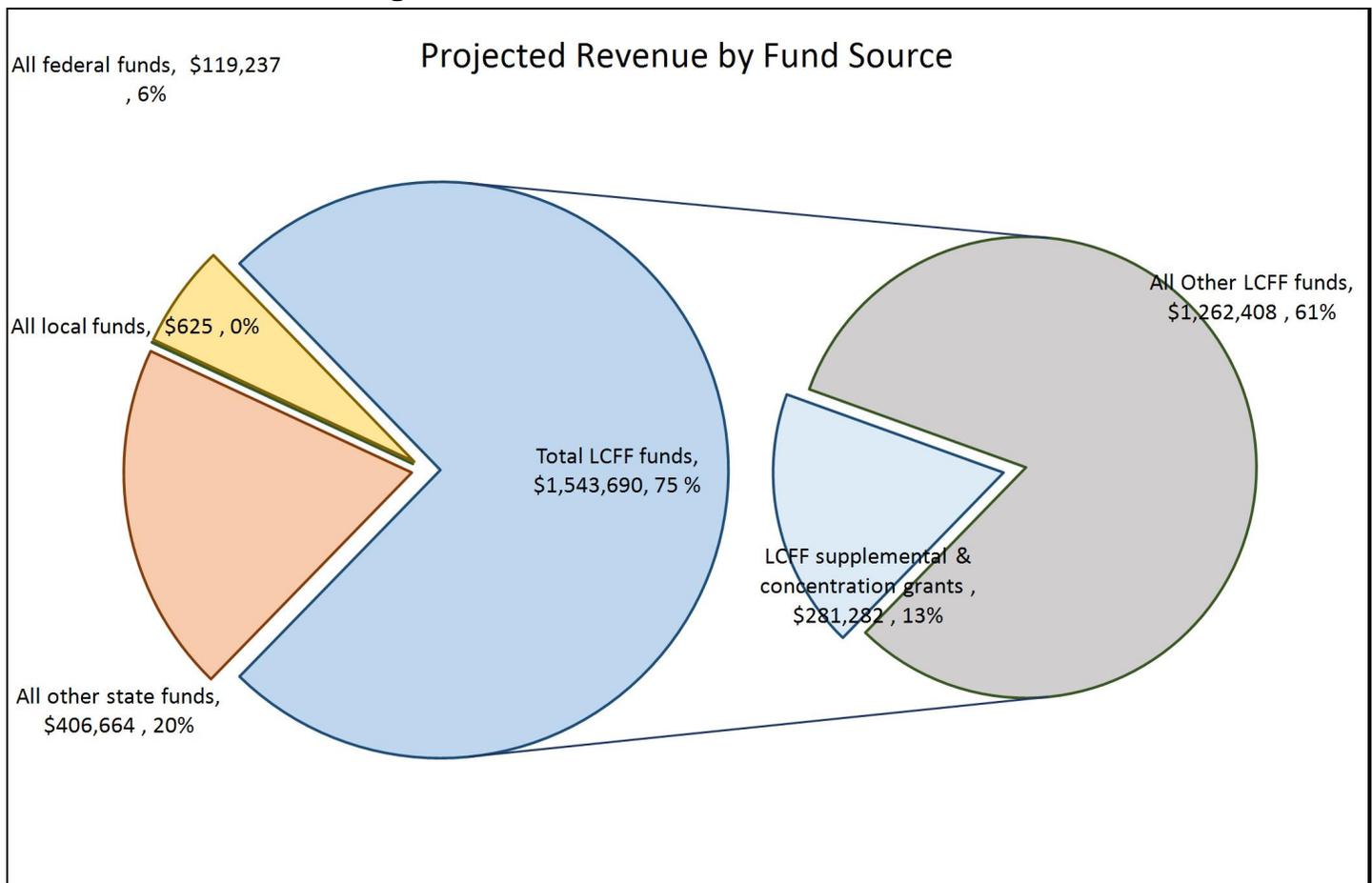
CDS Code: 37 68338 6113211

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

LEA contact information: Norma Sandoval, Principal/CEO

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

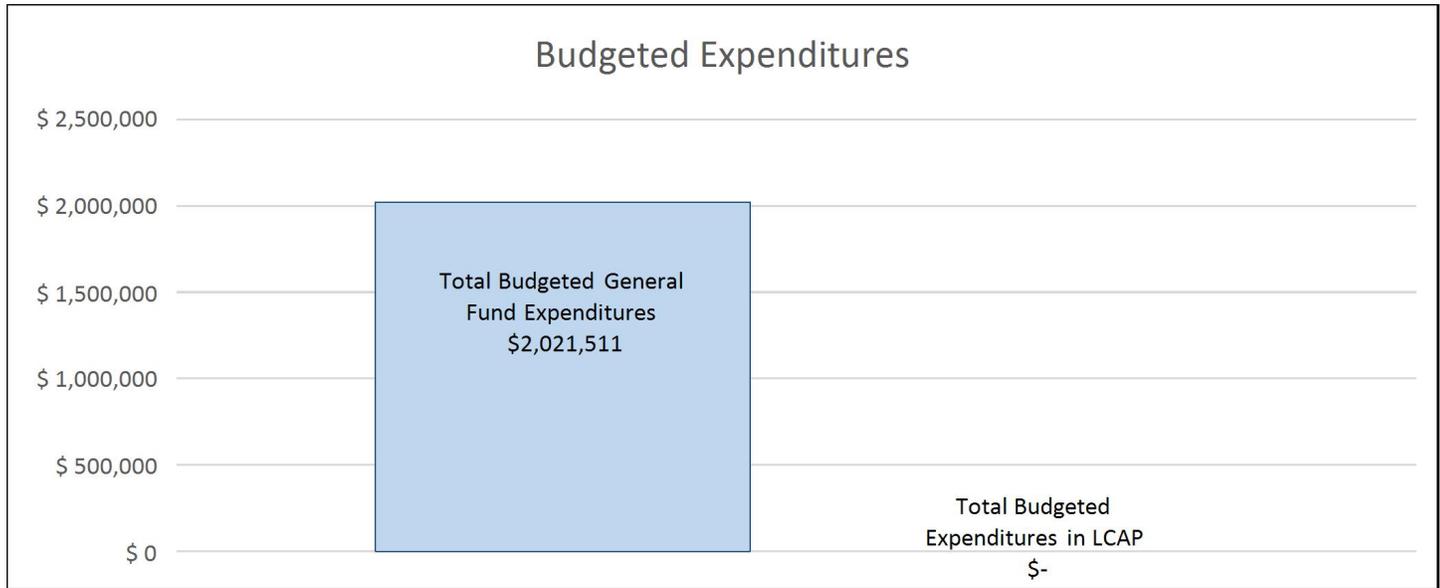


This chart shows the total general purpose revenue McGill School of Success Charter expects to receive in the coming year from all sources.

The total revenue projected for McGill School of Success Charter is \$2,070,216, of which \$1,543,690 is Local Control Funding Formula (LCFF), \$406,664 is other state funds, \$625 is local funds, and \$119,237 is federal funds. Of the \$1,543,690 in LCFF Funds, \$281,282 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

McGill School of Success Charter plans to spend \$2,021,511 for the 2019-20 school year. Of that amount, \$0 is tied to actions/services in the LCAP and \$2,021,511 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The purpose of the Local Control Accountability Plan is to provide stakeholders a voice in how to delegate Local Control Funding Formula revenues to cover site needs. In an act of transparency and accountability, McGill has included many of our site's Budget Expenditures for this LCAP year that extend beyond LCFF Revenues. Other costs not included in detail are day-to-day functioning such as utilities, Transfer of Direct Costs, Insurance, Dues and Memberships to back office and the such. Financial reports and updates of expenditures are shared throughout the year with stakeholders in Board of Directors, School Site Council, English Learner Advisory Board, and Coffee with the Principal Meetings. As a living document, McGill's LCAP will continue to be revisited throughout the year after a needs assessment and stakeholder feedback to determine how to best support student learning.

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

In 2019-20, McGill School of Success Charter is projecting it will receive \$281,282 based on the enrollment of foster youth, English learner, and low-income students. McGill School of Success Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, McGill School of Success Charter plans to spend \$0 on actions to meet this requirement.

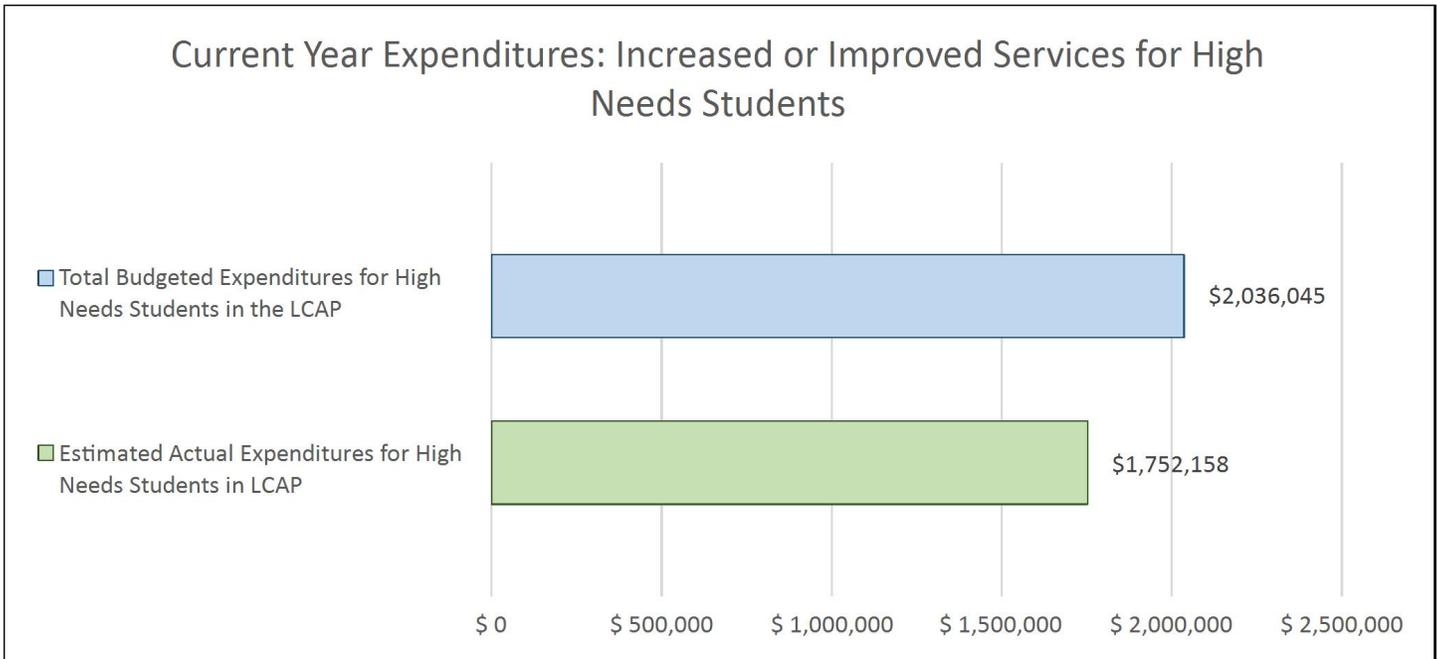
The additional improved services described in the LCAP include the following:

As a site with 94% Free and Reduced Meals school site, the bulk of our daily actions and costs are focused in serving unduplicated students. Our site has and continues to implement Response to

Intervention supports before, during, and after school to support students and families in obtaining academic excellence. Funding will also be used to build teacher and parent capacity and support a socio-emotional program centered on student leadership and motivation.

LCFF Budget Overview for Parents

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



This chart compares what McGill School of Success Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what McGill School of Success Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, McGill School of Success Charter's LCAP budgeted \$2,036,045 for planned actions to increase or improve services for high needs students. McGill School of Success Charter estimates that it will actually spend \$1,752,158 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-283,887 had the following impact on McGill School of Success Charter's ability to increase or improve services for high needs students: The transition to a new school principal/CEO caused some of the actions that had been foreseen for this school year (purchase Second Step, and current Common Core consumables, etc.) to be placed on hold until we pilot 7 Habits of Happy Kids as a possible preferred character development program, and Benchmark as the Common Core English Language Arts curriculum. Other programs, such as Reading Plus, are currently being piloted, and if proven effective, will be adopted by McGill. If all these programs prove effective for McGill, we will be needing professional development. The 2019-2020 LCAP has included funding to provide this summer training and for the purchase of these new materials. Recognizing that the LCAP is a living document that should be used to address student, family, and site needs, McGill will engage stakeholders to determine the best way to utilize the funds, should these piloted programs not be adopted and to decide how to best invest the carried over funds to maximize student learning.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
McGill School of Success Charter	Norma Sandoval Principal/CEO	nsandoval@mcgillschoolofsucces s.org 619 629-0770

2017-20 Plan Summary

The Story

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

McGill School of Success is a TK-5th grade San Diego Unified School District-approved charter school located at 3025 Fir Street, San Diego, CA, 92102.

Originally begun as the San Diego Innovative Preschool Project, Inc. (SDIPP) for preschoolers, McGill School of Success is a public school created by Christ United Presbyterian Church parishioners, under the leadership of Reverend George Walker Smith and community leaders. The purpose was to improve and contribute to the achievement of all students, with particular emphasis in inner-city, diverse and low-income children. The mission of McGill School of Success is to provide children with an equitable, nurturing, and effective learning environment that promote the development of 21st century skills: critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

In our official title, Chancellor William McGill School of Success was established in 1996 in the Golden Hill/South Park Community of San Diego. It is named in honor of UCSD Chancellor William McGill, one of the founding board members. McGill is a direct-funded, and one of the oldest California charter schools. We serve TK-5th grades with a board of directors comprised of parents and community leaders.

In the 2018-2019 school year we enrolled 157 students and 7 fully-certificated classroom teachers, and one Resource Teacher.

McGill is a Title I funded site with the following demographics:

- 71.3% English Learners
- 94% Free and Reduced
- 13% Special Education services
- 0% foster youth

Ethnic Background:

82% Hispanic/Latino

8% African American

6% White

.06% Asian (1 student)

2% reported two or more race categories

McGill employs 8 fully credentialed teachers who implement a California State Common Core aligned curriculum in a school environment that is safe and nurturing. We currently have the Journeys curriculum and are looking into piloting Benchmark for the Fall 2019. As part of the college and career readiness, McGill integrates the following: Youth to the Core physical education program, music, art, cultural-responsive curriculum, and Spanish Enrichment in order to gain a global perspective and appreciation of diversity. As a restorative practices site, we believe in teaching our children behavior modification and our 0% suspension record and parent satisfaction are testaments of our commitment. We develop students' resilience and inner-leadership. Yoga is practiced as a calming strategy twice a month by our YTTC instructors. Thanks to the After School Education and Safety Grant, we offer a free 6-6 YMCA program, which supports families with extended learning before school, after school, and six weeks during school breaks.

What defines McGill over other schools is our unique McGill family touch. McGill develops caring personal relationships with our families, which research proves is a KEY component in student success. We all know our students by name and our families trust us. McGill School of Success is committed to communicating with and engaging parents as partners in their child's education. Parents are provided with numerous opportunities to become involved including: Board of Directors and governance committees, ELAC, fundraising, assisting in the classroom, school-wide events, monthly family Fridays, feedback surveys, Local Control Accountability Plan questionnaire, and chaperoning field trips. We also host an annual Men's Reading, where we invite local leaders and community members to come read to our students, providing them positive male role models. In addition to Back to School Night and Open House, McGill provides parent-teacher conferences at every Trimester, with particular emphasis on struggling students. Our site keeps families informed and engaged through our weekly Parent News in English and Spanish, Coffee with the Principal, Parent Curriculum Nights, and teachers communicate via DoJo, texts, or emails.

McGill is truly a small school with a BIG heart!



LCAP Highlights

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

2018-2019 LCAP Highlights

State Priority 1: Basic Services

100% of McGill's eight teachers are properly credentialed. We hired a full-time music instructor and provided Physical Education through Youth to the Core Program. We have 4 instructional aides (3 bilingual) to support teachers in meeting the needs of Title I students.

A projector was purchased for auditorium functions. School facilities were upgraded with Solar Panels and energy-efficient lighting thanks to Proposition 39 funds.

State Priority 2: Implementation of State Standards

Standards - California State Common Core and English Language Development Standards taught through Designated and Integrated English Language Development. English Learners received 2 hours of weekly Designated ELD as English Proficient students were enriched with Spanish/music. Professional Development - McGill focused on Multi-Tiered systems of support for academics and behavior: PBIS, Trauma-Informed Practices (SELPA Training), Designated vs. Integrated ELD, review of Guided Language Acquisition Design methodology, and Best First Teaching (SELPA Training). The focus of our professional development work has been on data analysis to inform instruction and sound strategies that support all learners at their points of need. Multiple formative

and summative assessments were incorporated, including: Renaissance STAR Reading & Writing, DRA, Writing Prompts, and practice CAASPP tests.

State Priority 3: Parent Engagement

McGill engaged families in various ways including: shared-decision making, communication, feedback, school activities, parent education. McGill integrated a culturally-imbedded curriculum celebrating Heritage Months as a way to expose students to diverse global perspectives and cultural responsiveness. An average of two school-wide community events were held this year, including Family Fridays, Coffee with the Principal, and a cultural celebration. This increased family engagement in school events to include evening and weekend events including: Latino Heritage Night, Dia de los Muertos/Halloween Dance, Winter Showcase, Black History Celebration, Women's Museum, Mother's Day Dance, Spring Showcase.

State Priority 4: Pupil Achievement

This year's focus was on math and beginning to set multi-tiered systems of support. Our Spring 2019 CAASPP Math results reflect this focus with an increase of 5%. Our school psychologist and resource teacher provided staff with a training on Student Study Team and Response to Intervention structures and interventions to support student achievement. Data was collected across grades and analyzed to determine next steps in closing the achievement gap of students.

State Priority 5: Pupil Engagement

McGill's motto is "A little school with a BIG heart!" This year, we worked to develop school-wide unified systems to build relationships and student leadership. Among the new steps taken include our daily welcome/pledge each morning led by students, monthly AttenDANCE lunch party celebrating perfect attendance, our ice cream social to reward math proficiency, Spirit Weeks, Saturday Academy learning and suspension-prevention opportunities, Student-led assemblies, and three Student Attendance Review Team Family Meetings.

In addition, McGill integrated yoga within the Youth the the Core physical education program as a student wellness strategy and hired a full-time music instructor (non-certificated) to teach TK-5 music classes.

State Priority 6: School Climate

Our site maintained our two-days a week (40%) bilingual school psychologist to support student/family socio-emotional needs.

Restorative practices and alternatives to suspension (detention, home room time-out, community service, Saturday Academy, restorative circles, etc.) were integrated to address student behavior issues that had gone unaddressed. Out of 157 enrolled students, only 1 out-of-school suspension was issued (per parent request).

Integrated incentives including: AttenDANCE, STAR Awards, Math Experts Ice Cream Party, culturally-responsive curriculum, school-wide language focused on Leadership, Spring Break and Summer YMCA program.

State Priority 7: Course Access

Re-instituted Designated English Language Development by EL level and taught by Credentialed Teachers.

English-Only and Reclassified students were provided with Spanish Enrichment Continued with On-line personalized learning (Renaissance ELA & Math, RazKids, Aleks) and purchased The Learning Patio (Spanish early-literacy) and Reading Plus (Reading) to help students reach proficiency at their level.

State Priority 8: Other Student Outcomes

Formative and Summative assessments demonstrate an upward trend in student performance. End-of-Year DRA Reading Proficiency increased: 53% in Kinder, 11% in 2nd grade, and 10% in 5th grade. In math, twenty-nine of our 73 students have mastered their multiplication and division facts. This is a goal not yet met, requiring greater attention and strategy to master. McGill 2nd-5th grade students participated in the California Spanish Assessment to determine Spanish proficiency. We would like to start issuing Pathway Seals of Biliteracy to honor student's home language.

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

Professional Development - This year, our staff received professional development on Response to Intervention structures. Analyzing performance data, in addition to Tier I classroom supports, we are digging deeper into providing intervention school-wide through 1-1 support with early literacy, Designated and Integrated English Language Instruction, after-school tutoring, and Saturday Academy. In the 2019-2020 school year, McGill will be doing two book studies to continue developing our expertise in RTI with two Solution Tree books: 1) Closing the RTI Gap: Why Poverty and Culture Count and 2) From Tired to Inspired: Fresh Strategies to Engage Students in Literacy.

ELA

The Early STAR Literacy for TK-2nd grade highlights an increase in foundational literacy, including phonics and fluency. Students receiving early literacy intervention increased in proficiency, validating the importance of response to intervention cycles of support for students. For the first time, McGill students took the CAASPP Practice Tests.

English Learners

After years of not reclassifying students, we redesignated a record 32 students (20.38% of student population) as Reclassified Fluent English Proficient (RFEP). Spring 2019 SBAC test score results validated their readiness for reclassification. Our RFEP students outperformed their English-Only counterparts in the 2019 Spring CAASPP's 3rd & 4th grade Math, and 4th grade ELA categories. One of the Professional Learning Wednesdays focused on reviewing Guided Language Acquisition Design strategies.

Math

McGill's focus on math basic competencies is evident in the data. Our Spring 2019 CAASPP overall math scores show an improved 5% from the previous year. Nearly all 4th grade students mastered their multiplication and division facts, providing students the basic foundation upon which math skills are built. Preliminary SBAC results show 4th grade as the grade that reached the highest proficiency of 3rd-5th. The math parent workshop also assisted many families in learning how to support their child at home by conceptualizing the math into real-life problems to prepare them for performance-task assignments.

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

English

McGill's overall CAASPP English dropped by 2%, raising the importance of continued development in providing a balanced literacy program. As our site analyzes our formative and summative assessments, we realize the need and recognize the importance to continue building a strong literacy-balanced Common Core curriculum. For this next school year, our staff will be doing a book study with a Solution Tree published text: From Tired to Inspired - Fresh Strategies to Engage Students in Literacy in hopes to solidify our program with a well rounded balanced-literacy that engages students' literary interest.

Special Education - We are still struggling to reach proficiency with our Special Education Students (0%). Our site has begun looking at the push-in model (versus pulling students out) for core instruction. Research has demonstrated that the co-teaching model provides greater outcomes for children with learning disabilities, and their struggling peers.

English Learners - With the bulk of our Spring 2018 proficient English Learners now properly labeled as RFEPs, our CAASPP results show a 0% proficiency in overall English Learner-only proficiency. While our current English Learners are still working on solidifying their skills to reach proficiency, McGill recognizes the importance to teach California Standards ELD Standards that integrate both Designated and Integrated English Language Development. We are purchasing a proven program to support struggling readers, Reading Plus, this summer, in an effort to differentiate reading levels. We also are looking at a GLAD Refresher course that will strengthen classroom instruction. McGill's mission is to integrate programs to close the achievement gap for ELs who have not yet mastered the English Language.

Attendance is also an area we need to improve. At 94% ADA, we need to continue building awareness and create opportunities to work with students and families to minimize student absenteeism. In the 2018-2019 school year, we held community Student Attendance Review Team meetings with families to share effective strategies to avoid chronic absenteeism. Parent workshops and home visits are planned for the 2019-2020 school year to reach out and support chronically absent families. As partners in education, we will help our students succeed.

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

In order to address the performance gaps in English Language Arts and English Language Learners proficiency, McGill will take the following research-based and results-founded actions/interventions in the 2019-2020 school year:

- Recognizing the importance of a driven learner, McGill will embark in teaching our students the 7 Habits of Happy Kids. Leader in Me schools have been proven to motivate students in being active agents in school transformation and overall achievement.

- Pilot Benchmark Curriculum as a more viable Common Core curriculum. Benchmark has proven to give academic rigor and proven to close achievement gaps with struggling subgroups.
- Integrate the reading intervention on-line program, Reading Plus, to support struggling readers in the upper grades. Reading Plus offers a variety of genres with diverse interests for students.
- Develop school-wide balanced literacy framework by providing teachers planning time in the summer to create scope and sequence with standards and objectives for the year.
- Continue providing 1-1 early reading support to K-2nd struggling readers through our instructional aides (three part-time bilingual-Spanish) and parent volunteers.
- Continue the use of formative and summative data to inform instruction and take appropriate and timely interventions through Response to Intervention supports (tutoring, Sat Academy, Universal RTI time, 1-1 supports, etc.)
- Continue Designated and Integrated English Language Development instruction and provide Refresher Guided Language Acquisition Design training to support English Learners and struggling readers/writers
- Teachers will access and become proficient with Digital Library to access rigorous Common Core lessons and resources
- Teachers will give Interim Assessments as formative and summative measures starting in the fall and throughout the year to obtain timely data on ELA/Math proficiency.
- Continue Leadership Binders where students analyze their performance data, make goals, and monitor their progress as a means to help students take ownership and pride in their learning
- Integrate project-based learning with arts/science to engage students in communication, collaboration, critical thinking, and creativity
- Continue 5th grade Portfolios as a culminating reflection of their elementary experience
- Beginning in July 2020, Principal will schedule home visits or office appointments for families whose students are struggling academically to create a collaborative plan of achievement

McGill believes ALL children can learn and we will do whatever it takes to guide students to become the constructive architects of their lives

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.

McGill has not been identified for Comprehensive Support and Improvement.

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.

McGill has not been identified for Comprehensive Support and Improvement.

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.

McGill has not been identified for Comprehensive Support and Improvement.

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

Highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good condition.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

100% of teachers will be appropriately credentialed and assigned
 Students have access to Common Core aligned ELA & Math Curriculum
 Ensure facilities are in good repair as documented in annual FIT Report
 Student access to technology – student to Computer ratio: 1:1

18-19

Met

100% of our 8 teachers are appropriately credentialed and assigned.
 Students have access to Common Core aligned ELA (Journeys) & Math Curriculum (Go Math).
 Thanks to Prop 39 funds, our site received upgrades in solar energy and furnace replacements.
 Student access to technology in 1st - 5th grade is at a ratio of 1:1. TK/K 4 students per computer.

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

Action 1 - Staffing to Meet Educational
 1.Principal will ensure that all teachers are appropriately credentialed and assigned, including CLAD certification. Costs include live scans for all employees; and BTSA for 1 teacher.
 2.Costs for employing 8 highly qualified teachers; 1 PART-time Educational Specialist; and 1 Principal/CEO.
 3. Increase Part-time Psychologist to 0.6 (3 days) a week
 4. Professional Conferences/Travel

Action 1 - Staffing to Meet Educational
 1.All teachers are appropriately credentialed and assigned, including CLAD certification. Costs included live scans for all employees. No BTSA candidates this year.
 2.Employed 8 highly qualified teachers; 1 FULL-time Educational Specialist; 1 Principal/CEO, OT/Speech/Adaptive PE consultants, and an Interim Principal (summer).
 3. Continued with 0.4 (2 day) Part-time Psychologist
 4. Strategic Professional Conferences for school-wide development

1000-1999: Certificated Personnel Salaries LCFF \$690,717

2000-2999: Classified Personnel Salaries LCFF \$204,900

3000-3999: Employee Benefits LCFF \$355,321

5000-5999: Services And Other Operating Expenditures Title II \$13,252

1000-1999: Certificated Personnel Salaries LCFF \$658,099

2000-2999: Classified Personnel Salaries LCFF \$215,453

3000-3999: Employee Benefits LCFF \$359,546

5000-5999: Services And Other Operating Expenditures Title II \$4,573

Action 2

Planned Actions/Services

Action 2 - FACILITY
 1.Costs for infrastructure will remain the same as FY1718 upgrades to increase bandwidth for the implementation of technology in all classrooms and in preparation for CAASPP testing.
 2.Facility leasing costs for 2017-18 continue.
 3.Costs for maintaining facility safe, clean and maintenance/repairs.

Actual Actions/Services

Action 2 - FACILITY
 1.Costs for infrastructure lessened given completed increase in bandwidth and classroom technology finalized for CAASPP testing.
 2.Facility leasing costs for Nov 1,2018- June 30, 2019 increased by \$1,932.85 per month. McGill contracted an appraiser to determine Fair Market Rent and be in compliance with California SB740.
 3.Endured costs for maintaining facility safe, clean and maintenance/repairs including new carpet installation for Rm 40,

Budgeted Expenditures

Lease 5000-5999: Services And Other Operating Expenditures Other \$163,073

Operation & Housekeeping 5000-5999: Services And Other Operating Expenditures LCFF Base \$38,000

Building Maintenance Other \$50,000

Estimated Actual Expenditures

Lease 5000-5999: Services And Other Operating Expenditures Other \$167,093

Operation & Housekeeping 5000-5999: Services And Other Operating Expenditures LCFF Base \$32,500

Building Maintenance Other \$7,524

replacement of some restroom sinks/toilets.
 4. Contracted Inspector to conduct Facility Inspection Tool Survey

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3 - TECHNOLOGY & CLASSROOMS</p> <p>1. The school has met the planned technology needs, and will continue to maintain, and replace equipment as needed</p> <p>2. Costs for classroom furniture (expansion of an additional grade level/classroom) – chairs, tables, desks, shelves, white board, etc.)</p> <p>3. Purchase 40 Chromebooks and mobile charging cart for student use; 1 for teacher use.</p> <p>4. Purchase document camera, and projector for additional classroom.</p>	<p>Action 3 - TECHNOLOGY & CLASSROOMS</p> <p>1. The school needs to purchase additional chromebooks to meet the 1:1 ratio in TK/K classrooms. We replacing equipment as needed, including projector lightbulbs, old projectors, computer/projector cart, microphones, teacher laptop and lost laptop.</p> <p>2. Purchased student desks/chairs to replace old, worn ones for 3rd grade classroom. Had 21 used, large student desks donated to the site for future growth</p> <p>3. Contracted with new phone provider (Vonage)</p> <p>4. Paid O'Farrell Charter for IT Services (\$1,500 per month)</p> <p>5. Copier lease (used previously, just not listed in actions/services)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$180,474</p> <p>5900: Communications \$9,467</p> <p>IT Services 5000-5999: Services And Other Operating Expenditures \$15,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base</p> <p>5900: Communications \$10,095</p> <p>IT Services 5000-5999: Services And Other Operating Expenditures \$27,139</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 4 - CURRICULUM</p> <p>School will continue to focus on read aloud, and shared and guided</p>	<p>Action 4 - CURRICULUM</p> <p>School continued to focus on read aloud, and shared and guided</p>	<p>Core Curriculum 4000-4999: Books And Supplies \$25,000</p>	<p>Core Curriculum 4000-4999: Books And Supplies \$3,593</p>

reading as the ELA needs are the greatest area of need at McGill.

1. Purchase Common Core aligned curriculum consumables

- ELA: Houghton Mifflin Journeys

Math: Houghton Mifflin Go Math!

reading as the ELA needs are the greatest area of need at McGill.

1. Purchased Common Core aligned curriculum consumables for Math: Houghton Mifflin Go Math!
2. Provided structured time within school day to teach Designated English Language Development as English-only students received Spanish Enrichment

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.

100% of teachers in the school are appropriately assigned and credentialed, 100% of students have access to common core aligned ELA and math curriculum, student device ratio is 1:1 for 1st - 5th grade students.

The school employed eight highly qualified teachers, one full-time education specialist, one part time psychologist (2 days), an interim principal over the summer, and a new site principal.

All classrooms have a one to one ratio of student to chromebook, a teacher ipad, Apple TV, and a document camera.

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

Services helped provide basic services. Math scores reflect the supports given to improve achievement. English Language Arts was not as effective, having dropped 2% in 2018 Spring CAASPP proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures included a good average of expenses to be incurred, but did not outline all significant and needed expenses that have been incurred each year in the written narrative, such as Special Education service contractors to serve our students with Individual Education Plans.

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.

Given the continued short-falls in English Language Arts, McGill will be taking additional steps to ensure all students are receiving a quality balanced literacy program that adequately prepares them to be critical readers. Goal 5 focuses on helping students meet Common Core Standards and has actions tied to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Professional Development: Provide Professional Development on CCSS & research-based strategies that support the school's educational program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

100% of teachers receive professional development Development on CCSS ELA/ELD, Math & NGSS.

100% of second language students on research-based strategies

100% of ELL students will have access to ELD curriculum.

Will establish annual growth targets (for non-continuously enrolled ELL's) advancing at least 1 Proficiency level on CELDT per year

Will establish growth target for all ELL students meeting English Proficiency (CELDT) Will establish growth targets for Reclassification Rate

Actual

After getting staff feedback with a needs assessment survey on staff development, McGill created a professional development plan to review/develop skills McGill teachers expressed a need for.

Understanding the challenges many of our unduplicated student population faces, our site was trained on several socio-emotional interventions and supports to meet student needs (PBIS, RTI, Trauma-Informed Practices, Adverse Childhood Experiences, and Building Resilience through Leader in Me's 7 Habits of Happy Kids).

To address academic needs and rigor, an overview was given on Designated and Integrated ELD before starting the whole-school Designated ELD schedule.

Our SELPA also provided trainings that addressed how to support struggling learners and delivering First Best Teaching strategies in Tier 1 instruction. Recognizing the importance of creating meaningful and standards-based instruction, an overview was given on Professional Learning Communities, using standards-driven curriculum to plan instruction, and using formative & summative data to inform instruction.

To continue our work in RTI quality instruction and strategies, two Solution Tree texts were purchased in June 2019 to be used as book studies in the fall (staff had the option of doing a pre-reading in the summer): 1) Closing the

Expected



Actual

RTI Gap- Why Poverty and Culture Count and 2) From Tired to Inspired - Fresh Strategies to Engage Students in Literacy

Expected

Actual



McGill School of Suc
Professional Development
2018-2019

Month	PD Focus
August	PD Needs Assessment Staff Survey Aug 28th - PBIS Training Day #1 Aug 29th - PBIS Training Day #2 https://docs.google.com/presentation/d/193_u7lize3M0ceJaring Aug 30th - First Aid/CPR
September	Sept 12 - Tiered Systems of Support: Response to Intervention/SST Protocol <i>H. Glasoe/E. Ontiveros</i> https://docs.google.com/presentation/d/1FCldri_Mn6UKyJ
October	Oct 10th - Designated vs. Integrated English L https://docs.google.com/presentation/d/1UTkS8qhoAmy2caring Oct 23 - Struggling Readers Reading Intervention <i>Jenny Moore, El Dorado County Charter SELP</i> Oct 23- CABE TK Conference (VN)
November	Nov. 14 - Threat Assessment Protocol - <i>E. On</i>
December	Dec. 4 - Trauma-Informed Practices SELPA Tr Dec. 12 - PLCs: Desegregating & Using Data t
January	Jan 7 - All Day PD SELPA Training - Best First Teaching <i>Jenny Moore, El Dorado County Charter SELP</i>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - PROFESSIONAL DEVELOPMENT</p> <p>1. Integrate Response to Intervention (RTI), Newly adopted curricular materials, and technology training</p> <p>2. Provide Professional Development during the school year on the following topics:</p> <ul style="list-style-type: none"> • 1st Wednesday: PD around our school focus and /or Pedagogical Strategies • 2nd Wednesday: review & analysis of student benchmark assessments & review samples student work to ensure alignment to CCSS • 3rd Wednesday: Short & Long term planning based on assessment and student needs. <p>3. Provide 1 full day of Professional Development (non-instructional days) to analyze student achievement data, and ELD instructional strategies.</p>	<p>1. Partially met - RTI has begun to be integrated, yet there was no training set up for Newly adopted curricular materials or technology. Training focused on Designated / Integrated ELD, Scaffolding methods, and using data to guide our instructional practice.</p> <p>2. Met to an extent: Staff Meeting Professional Development Collaboration Prep-time to plan core instruction</p> <p>Provided 4 Professional Development Days: Aug 29, 30, 31, and Jan 7 where teachers received training on Positive Behavior Intervention and Supports, as well as the Multiple Tiers of Support and its relationship with Special Education</p>	<p>Improving Teacher Quality Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$7,423</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title II \$5,500</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2 - ELD PROGRAM This is the highest area of need for McGill- more professional development and focused attention to ELA and ELD is the school's highest priority</p> <p>1.The Principal will ensure the administration of the ELPAC assessments (to replace CELDT) for students identified as ELL's.</p> <p>2.The Principal will identify students for reclassification.</p> <p>3.The Principal and teachers will closely monitor the academic performance/progress of all ELL's.</p> <p>4.ELL's will receive ELD instruction that will be integrated into daily ELA instruction. In addition, ELL's will receive an additional 15-20 minutes by a Para-professional.</p> <p>5.ELD curriculum will be teacher-created.</p>	<p>1. Met</p> <p>2. Met - Site reclassified 32 students</p> <p>3. Met - EL Binder created to monitor student progress</p> <p>4. EL Students receive 2 hours of Designated ELD a week in addition to the Integrated curriculum. The instruction is provided by credential-appropriate teachers</p> <p>5. Teachers used site-based ELD Program</p>	<p>Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$ 65,718</p>	<p>Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$ 61,446</p>

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.

McGill Staff has been provided with professional development on addressing students' socio-emotional needs. Teachers have been equipped with training in Designated & Integrated ELD, as well as Response to Intervention model. There still needs to be more development in understanding Professional Learning Communities and modifying instruction to meet student needs in reaching Common Core Standards. An additional two part-time bilingual aides were hired to support unduplicated pupils and support with ELPAC testing. We increased the hours of one of our senior instructional aides to monitor English Learner progress.

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

Thanks to the supports created, 32 English Learners were able to become Reclassified Fluent English Proficient. Struggling readers and English learners were provided with Tier II instruction with paraprofessionals that helped improve basic reading, English Language Development, and math skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We hired two additional part-time aides to support classrooms with an abundant number of unduplicated and struggling learners.

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.

Based on the September 2018 initial DRA and STAR ELA / Math results, McGill determined it needed additional support to provide Tier II instruction and small group instruction.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Parent Involvement: Increase resources and services to improve parent involvement and provide input opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

At least 65% of parent respondents will be satisfied with the school's program as measured in the annual parent survey.

Host at least 3 workshops annually for parents to increase parent engagement & participation.

Parent input in decision-making will take place in School Site Council and Parent Advisory Committee meetings.

Baseline

Limited parent engagement.

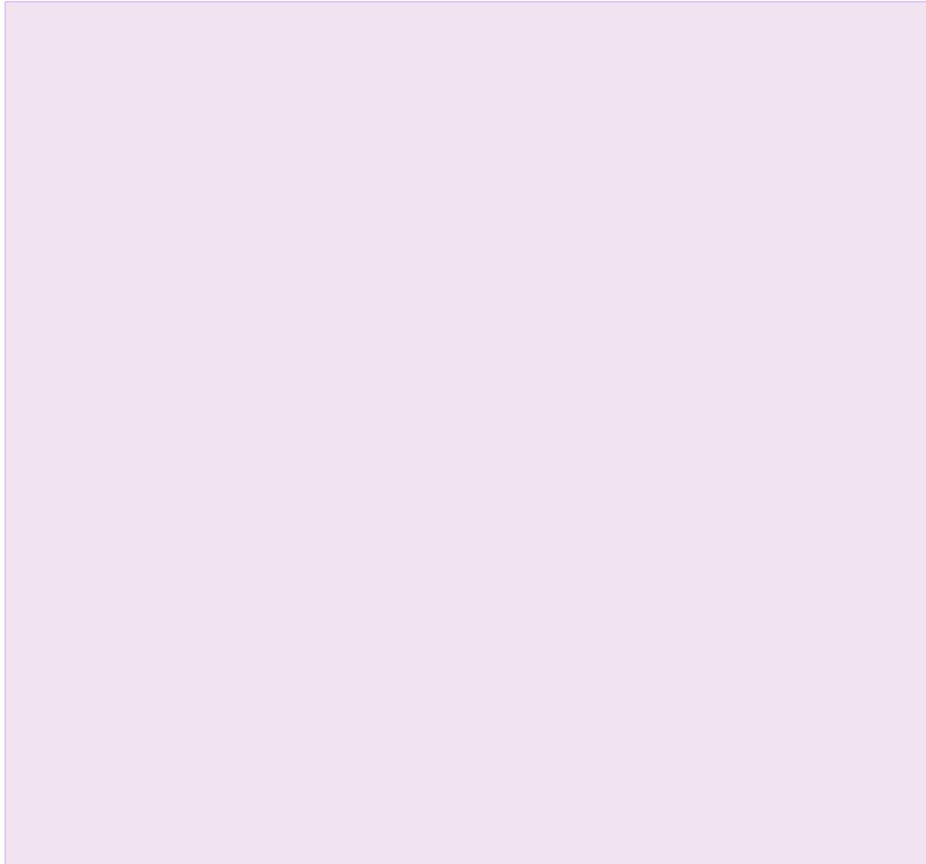
Actual

Of the LCAP Parent Surveys given out to families, 20 were returned. All families expressed being in support of arts, field trips, Spanish Enrichment, and overall school activities. Three of the families expressed concern of Youth to the Core physical education program. Anecdotal data, parent meetings, and other school surveys relay similar satisfaction.

Monthly Coffee with the Principal meetings with an average of 10-12 attendees included various workshops for families including Common Core Math Standards, Understanding CAASPP Tests and how parents can help students prepare at home with practice tests/sleep/breakfast, McGill 2017 CAASPP Data, Adverse Childhood Experiences, ELPAC's domains and how families can support language production at home, Say San Diego Resources, Mid-City CAN's transportation passes, Teacher-Parent conference planning, among other topics of interest to families. The Youth to the Core program provided wellness workshops at the start of the year to help families eat and live healthier.

The October 2018 school calendar gives a snapshot of the various functions provided every month to engage families:
School AttenDANCE celebration, Family Friday, Coffee with the Principal, Wellness Workshops, School Site Council, ELAC, STAR Awards, School

Expected



Actual

Halloween Parade, Board of Director's Meeting, Latino Heritage Night (cultural heritage celebration each month).

Parent Conferences held at each Trimester reporting period to keep families informed of student progress. Leadership Notebooks with updated student data were established school-wide for easy access to immediate data for families or Student Study Team members.

Three Student Attendance Review Team community meetings held for chronically absent students. An average of 12 families signed contracts committing to improve attendance. Home visits are planned for summer 2019 for students who are chronically absent and struggling academically.

Formal Decision-making bodies include Board of Directors Meeting, School Site Council and English Learner Advisory Committee. Formal LCAP morning and evening meetings offered for parent input. Parent LCAP survey sent in paper and online forms. Extra copies always offered in site meetings for families to fill out.

Given other parent engaging committees, the Parents as Advocates Committee did not gather enough parents to remain an active parent organization. Families felt they could express their thoughts/ideas/recommendations during the Coffee with the Principal and ELAC meetings.

In addition to the monthly calendar of events, families received a weekly email, "Parent News" informing them of weekly events. All-call reminders were given to families regarding school events.

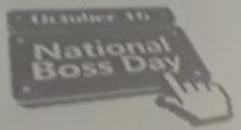
Expected



Actual

McGill Scho

October

Monday	Tuesday	Wed
1 20	2 21	3 AttenD During Invitati Minimu
8 25 School Site Council Meeting 5pm	9 26	10 ELAC 8:30 a
15 30	16 31 	17 Parents Meeting Minimu Parent/ Confere

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - OPPORTUNITIES FOR PARENT PARTICIPATION</p> <p>1. Host Parent Workshops:</p> <ul style="list-style-type: none"> • Common Core State Standards • Socio Emotional Workshops (led by school psychologist) • Character Education Program <p>2. Host at least 5 Schoolwide events to encourage parent participation</p> <ul style="list-style-type: none"> • Parent/Student Orientation - incoming students • WinterFest • South Park Walkabouts (Community events) • Mother's Day Event • Open House <p>3. Host Monthly Principal Coffee Chats on the following topics:</p> <ul style="list-style-type: none"> • How to Assist your Child with Writing at home • English Language Development • Math • Social-Emotional Well-being 	<p>1. Hosted Parent Workshops in CCSS. Two socio emotional workshops were provided by school psychologist (one involved SAY San Diego guest speaker who offered families services). McGill is currently in transition of a character education program. Yet, a parent workshop was presented on Adverse Childhood Experiences.</p> <p>2. Met all the planned school-wide events and added monthly cultural celebrations (Latino Heritage Night, Black Heritage Celebration, Women's Museum) and other school-wide events (Dr. Seuss' Day, Book Fair, Mother's Day Dance, Donuts with Dad)</p> <p>3. Coffee with the Principal meetings were held every month and provided families an opportunity to discuss issues/concerns at school and learn about how to support their children at home. All topics were discussed either formally or as a result of the meeting.</p>	<p>Coffee, Pastries for meetings 4000-4999: Books And Supplies Title I \$500</p> <p>Substitutes to cover teachers Expense taken in Goal 1</p>	<p>Coffee, Pastries for meetings 4000-4999: Books And Supplies Title I \$200</p> <p>Substitutes to cover teachers during IEPs, SSTs, Parent Conferences Expense taken in Goal 1</p>

- Positive Discipline
- College-Ready
- Technology
- SBAC/CAASPP Updates
- LCAP updates & Review of Goals

4. Administer Progress Reports every 6 weeks to inform parents of their child's academic performance.

5. Host Parent/Teacher Conferences 3 times a year.

6. Administer parent surveys to gather input/feedback on parent satisfaction.

4. Met. In addition, families were informed via DoJo, emails, and data in Leadership binders.

5. Met

6. Met. In addition, we sent a parent survey inquiring about Breakfast in the Classroom.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2 - PARENT INPUT IN DECISION-MAKING McGill will continue to include parents as important and valued stakeholders in the school Provide parents with opportunities to participate in decision-making input of the school's program through the following committees: Parent Advisory Committee (PAC) (monthly) School Site Council (SSC) (monthly) English Learner Advisory Committee (ELAC) (every other month)</p>	<p>Goal partially met Parent Advisory Committee did not gather enough interest this year to meet. Coffee with the Principal monthly meetings took the place of Parent Advisory Committee's function as a mode for family advocacy/collaboration with school. Parent surveys sent home An LCAP Parent meeting was held March 21, 2019 at 8:15am and later at 6pm (no one attended the evening meeting).</p>	<p>\$0</p>	<p>Taken in Goal 3, Action 1 4000-4999: Books And Supplies Title I</p>

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.

McGill really worked hard this year to include a monthly Coffee with the Principal, Family Friday, School Site Council, Board of Director's meeting, ELAC meeting, and a school-wide event to engage families.

We value family input and provided multiple opportunities, and in various forms (digital, paper, meetings) for families to provide input. We are proud of the work we have done this year and look forward to improving our parent engagement next year.

Local Control Accountability Plan (LCAP) Parent Input Sheet

Please join us on Thursday, March 21st at 8:15am for our Local Control Accountability Plan discussion.

The LCAP is a shared decision making process where stakeholders engage in analyzing, providing input, and co-creating the school accountability plan. We welcome your feedback on the following areas:

1. What are services, programs, personnel that you feel are helpful to the overall academic achievement of our students? (e.g. classroom aides, reading intervention, online intervention programs, music, etc.)

Tutoring really helped!

2. What would you recommend be changed or modified to better serve the academic and social needs of our children? Families?

Parent - coffee w/ principal in the evenings for those that can't make it in the morning.

3. What would you recommend be removed?

Appointing a...

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

Parent surveys reflected parent satisfaction with the activities/school events offered to families. We also kept track of how many families received our weekly Parent News email through our School Messenger report. Our school secretary contacted families whenever we noticed they did not receive the email due to an incorrect email address.



Report Name: Parent News June 17 - 21
 Description:
 Report Type: Auto Report
 Creation: Jun 17, 2019 12:53 pm

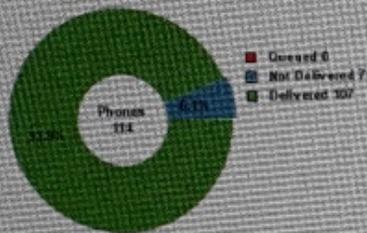
Account: McGill School of Success
 User Name: nsandoval
 First Name: Norma
 Last Name: Sandoval

of Jobs: 1

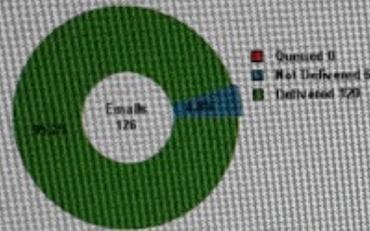
Broadcast Name	Type	Submitted By	Scheduled Date	Start Date	Start Time	End Time	Run Pass	Recipients	# of Phones	# of Emails	# of SMS
Parent News June 17 - 21	General	nsandoval	Jun 17, 2019	Jun 17, 2019	12:03 PM	9:00 PM	00:05	156	290	185	84

Results

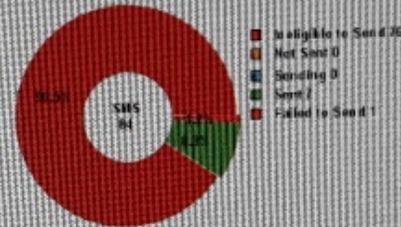
Phone (300 contacts)



Email (194 contacts)



SMS (184 contacts)



■ Answered: 56
 ■ Busy: 1
 ■ Blocked: 1
 ■ Duplicate: 17
 ■ Machine: 51
 ■ Disconnect: 5

ID#	First Name	Last Name	Organization	Type	Recipient	Destination	Atmpts	Last Atmpt	Result*	Resp
				Phone			1	Jun 17 12:06 PM	Answered	
				Email			0		Duplicate	
				SMS					Ineligible to Send	
				Push					No Contact	
				Phone					No Phone #	
				Email			1	Jun 17 12:03 PM	delivered	
				SMS					Ineligible to Send	
				Push					No Contact	
				Phone			1	Jun 17 12:05 PM	Machine	

Sign out

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference is noted. Expense was incurred in Goal 3, Action 1

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.

Given limited parent involvement in the past, McGill made an effort to provide multiple opportunities for families to participate at varied and multiple events. The narrative in Goal 3's Actual Annual Measurable Outcomes narrates what we have done this year to support family engagement in every possible way.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

School Community

Engage the entire school community in a positive, nurturing, and inviting school climate to ensure student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Decrease Chronic Absenteeism rates by .05% annually.
2. Maintain expulsion rates below 1%
3. Course Access: 100% of students are enrolled in Physical Education
4. Maintain ADA at 95%
5. Maintain suspension rates below 2%
6. 65% of student respondents will identify that the school provides a safe learning environment as measured in the annual student survey
7. McGill School of Success serves TK-5, therefore the following measurable outcomes do NOT apply:
Drop-out rate or High School Graduation

Actual

1. Maintained
2. Met - No students were expelled nor recommended for expulsion
3. Met
4. Fell below at 94. %
5. Met
6. Met
7. Met

Expected

Baseline
2017 Suspension Indicator

McGill School of Success (San Diego, CA)
San Diego Unified

Suspension (Rate Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2017 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12)

Level	INCREASED SIGNIFICANTLY BY GREATER THAN 2.0%	INCREASED BY 0.3% TO 2.0%
VERY LOW 0.5% OR LESS	(N/A)	(None)
LOW GREATER THAN 0.5% TO 1.0%	(N/A)	(None)
MEDIUM GREATER THAN 1.0% TO 3.0%	(None)	(None)
HIGH GREATER THAN 3.0% TO 6.0%	(None)	(None)
VERY HIGH GREATER THAN 6.0%	(None)	(None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's report.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange
3	0	0

Actual

McGill School of Success (San Diego, CA)
San Diego Unified

Chronic Absenteeism Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	Current chronic absenteeism rate	Difference between current and prior rate	Current n
All Students	Green	Medium	Declined	8.6%	-2.3%	
English Learners	Green	Medium	Declined	6.3%	-3.4%	
Foster Youth	None			%	%	
Homeless	None			%	%	
Socioeconomically Disadvantaged	Green	Medium	Declined	8.5%	-2.0%	
Students with Disabilities	None	High	Increased	16.7%	10.0%	
African American	None	Medium	Maintained	7.7%	0.0%	
American Indian or Alaska Native	None			%	%	
Asian	None			%	%	
Filipino	None			%	%	
Hispanic	Green	Medium	Declined	8.5%	-6.1%	
Native Hawaiian or Pacific Islander	None			%	%	
White	None	Medium	Increased	8.3%	2.1%	
Two or More Races	None			%	%	

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level is based on the current year's performance.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - School Climate</p> <p>1. Implement Second Step Character Education Program schoolwide. Purchase Second-Step Curriculum for grades K- 5 to create a positive school climate.</p> <p>2. Host monthly assemblies & recognition awards to recognize students who exemplify the school's core values.:</p> <ul style="list-style-type: none"> • Safety • Tolerance • Accountability • Respect <p>3. Each month the school/students focus on a specific core value. The core values are embedded in the instructional program and throughout the school day. All students and staff are held accountable for executing the core values.</p> <p>4. Ensure all students are enrolled in Physical Education as part of the school's Health & Wellness Program.</p> <p>5. Students recognized for</p>	<p>1. Given the change in administration, Second Step program was not purchased. School-wide focus on STAR values and leadership language embraced (7 Habits of Happy Kids)</p> <p>2. Met</p> <p>3. Each WEEK</p> <p>4. Met</p> <p>5. Met</p> <p>6. In addition, McGill began to have morning school-wide assemblies again to say the Pledge of Allegiance, the school announcements, and review the value of the week. Every student had the opportunity to either lead the Pledge or be the flag-bearer. By the end of the year, students had become confident in leading the Pledge at a moment's notice.</p> <p>7. Classroom greeters were established in addition to classroom leadership roles</p> <p>8. Monthly AttenDANCE lunch dances were integrated within the</p>	<p>Second Step Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000</p> <p>Youth to the Core PE 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,000</p> <p>Music Teacher - Paid in Goal 1 2000-2999: Classified Personnel Salaries LCFF</p> <p>Awards/Certificates for Monthly STAR Awards 4000-4999: Books And Supplies LCFF Base \$200</p>	<p>Did not purchase</p> <p>Youth to the Core PE 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,205.80</p> <p>Music Teacher - Paid in Goal 1 2000-2999: Classified Personnel Salaries LCFF</p> <p>Awards/Certificates for Monthly STAR Awards 4000-4999: Books And Supplies LCFF Base \$250</p>

<ul style="list-style-type: none"> • Academic growth/achievement • Perfect attendance <p>6. Full-time music instructor</p>	<p>school day to reward students with perfect attendance</p> <p>9. Spirit Weeks and Cultural Heritage Celebrations were held throughout the year to create a positive school atmosphere</p> <p>10. Principal held three different Parent Community Student Attendance Review Team meetings to explain the impact chronic absenteeism has on overall academic and social development.</p> <p>11. Ice cream social party was awarded for students who met math proficiencies.</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2 - Additional Supports for Unduplicated Pupils</p>	<p>No foster students enrolled 2018-2019</p> <p>After school Tutoring for struggling learners</p> <p>Saturday Academy to prepare for ELPAC</p> <p>Exposed students to cultural experiences with a minimum of three school field trips including: Visit to Spreckles Theatre for one of two musical plays Del Mar Fair community park TK/K Ruben H. Fleet Science Trip</p>	<p>Action was not specific to the expense to support unduplicated pupils 0000: Unrestricted LCFF Supplemental and Concentration 10,000</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,000</p>

2nd grade Zoo field trip
5th Grade visit to O'Farrell Middle

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.

McGill's focus on placing students at the center of our efforts is beginning to pay off. Out site continued to host monthly assemblies to recognize students who exemplify our core values and demonstrate academic proficiency. Yet, these assemblies were led by student leaders who greeted parents, read peer names out loud, delivered certificates, and led as masters of ceremony. School-wide spirit weeks and cultural heritage celebrations have helped solidify the McGill family. Principal and staff know each child by name and know struggling students who need extra moral and academic support/encouragement. Anecdotal records of individual students suffering from social development have blossomed and become responsive to peers and being in front of an audience. In climate surveys, families and students share how they feel happy and a part of the McGill family.

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

Students expressed being happy at McGill, a caring small school, where they felt loved and supported. Overall student morale was up, minimizing behavior issues dealt in the office level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The bulk of the costs for this goal lay in Youth to the Core physical education program and the employment of our music teacher. Most of the actions created to improve school climate entail personal relationships and leadership opportunities where students develop inner confidence in fulfilling their leadership and academic potential.

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.

Given the various school-wide incentives and activities, we expected a higher attendance rate this year. Yet, it was compatible to the previous year at 94%.

While more behavior incidents are being recorded, issues in overall student misbehavior is lower than previous years.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

Students will meet or exceed Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

*Will establish growth targets for NWEA MAP benchmark assessments in ELA & Math: Schoolwide and by subgroup.
*Will establish growth targets for CAASPP assessments in ELA & Math: Schoolwide & by subgroup

McGill School of Success serves TK-5th grade. Therefore, the following measurable outcomes do NOT apply:

- a. % Achievement UC A-G Requirements
- b. % College & Career Ready
- c. % AP Passage Rate
- d. % College Ready by EAP
- e. Other Pupil Outcomes

18-19

Student Outcomes will improve by at least 3% of the 2017-2018 CAASPP baseline.

Actual

*Given change in administration, the NWEA MAP benchmark assessments were not communicated to, nor followed by new administrator this first year. Will revisit for 2019-2020
*Growth target established to increase ELA and Math by at least 3%. ELA dropped by about 2%, Math grew by 5%

Still an elementary site, other measurable outcomes still do not apply

Expected

Baseline

Spring 2018 CAASPP
 ELA 31.6% Math 15%

Other Formative/Summative tests:

DRA, STAR Early Literacy, STAR Math, Writing Benchmark, English in a FLASH

Actual

McGill School of Success (San Diego, CA)
San Diego Unified

Reporting Year: 2018

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate
All Students	Green	Blue	None
English Learners	Green	Blue	None
Foster Youth	None	None	None
Homeless	None	None	None
Socioeconomically Disadvantaged	Green	Blue	None
Students with Disabilities	None	None	None
African American	None	None	None
American Indian or Alaska Native	None	None	None
Asian	None	None	None
Filipino	None	None	None
Hispanic	Green	Blue	None
Native Hawaiian or Pacific Islander	None	None	None
White	None	None	None
Two or More Races	None	None	None

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Socio-Emotional Support</p> <p>1. Implement the RTI 3-Tier Process to address student academic and behavioral needs.</p> <p>RTI meetings will include the following personnel and will take place during planning time by grade level:</p> <ul style="list-style-type: none"> • Principal • Psychologist • Teacher • Educational Specialist <p>2. Develop and provide Individualized Learning Plans (ILP) with annual growth targets for students identified as low achieving, based on the initial assessments. Teachers will communicate student academic performance with parents and create a learning contract that will be provided to parents.</p> <p>Parents are continuously informed of their child's progress through progress reports on a bimonthly basis. If students fail to demonstrate growth, the SST process is then initiated.</p> <p>3. Provide after-school academic and social enrichment program through ASES Grant</p>	<p>1. Met through Student Study Team Meetings</p> <p>2. Only a handful of Individualized Learning Plans were created by teachers. However, through DoJo, Trimester Conferences, data 'leadership' binders, and progress reports, families were kept informed of student performance.</p> <p>3A. Met action</p> <p>4. In addition, McGill provided Saturday Academy and Intersession during Spring Break and Summer Break to support academic progress and develop socio-emotional skills. Some students were assigned Saturday Academy as an alternative to suspension and an opportunity to engage in academics (a win-win)!</p> <p>5. Hired two additional part-time aides to support struggling readers/learners</p>	<p>ASES Grant After School Education and Safety (ASES) \$150,000</p> <p>Instructional Aides/Substitutes for SST Meetings (Taken in Goal 1)</p>	<p>ASES Grant After School Education and Safety (ASES) \$152,383.10</p> <p>Instructional Aides/Substitutes for SST Meetings (Taken in Goal 1)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2 - ASSESSMENTS</p> <p>1. Administer Developmental Reading Assessment (DRA) for Grades K-5: 3 times/year. 2.Administer Writing Benchmark assessment: 3 times/year. 3.Administer STAR Literacy Benchmark Assessment: 3 times/year. 4.Administer STAR Math Assessments: 3 times/year. 5.Administer NWEA MAP in ELA & Math for Grades K-5: 3 times/year. 6.For ELL's: Administer English in Flash STAR Program Assessments. 7.Administer SBAC/CAASPP assessment in ELA and Math for grades 3-5.</p>	<p>1.Met</p> <p>2. Administered the Writing Benchmark assessment: 2 times this year.</p> <p>3.Met</p> <p>4.Met</p> <p>5.Did NOT purchase NWEA MAP to assess in ELA & Math for Grades K-5: 3 times/year.</p> <p>6.Administered English in a Flash through Designated ELD</p> <p>7. Met</p>	<p>Software & Licencing 4000-4999: Books And Supplies LCFF Base \$10,000</p>	<p>Software & Licencing 4000-4999: Books And Supplies LCFF Base \$9,559</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3 - Special Education</p> <p>1. Increase the school psych from .4 to .6 and the Education Specialist from .5 to .6</p> <p>2. Costs for Special Education Program will include the following personnel: Educational/Resource Specialist Speech & Language Pathologist</p>	<p>1. Kept school psychologist time to .4 (2 days) a week Education Specialist was increased to full time.</p> <p>2. Met</p> <p>3. Met</p>	<p>Employee Salaries - Paid in Goal 1</p>	<p>Employee Salaries - Paid in Goal 1</p>

Occupational Therapist
Psychologist
Adaptive PE Teacher
Instructional Assistant
Para-Professionals

3. Ensure Individual Education Plan goals are met annually. Provide students with disabilities with all required accommodations/modifications as outlined in their IEP.

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.

The school used local measures including: DRA, writing benchmark, and the STAR Literacy benchmark to assess students. State measures included: SBAC in ELA and Math for grades 3-5, the CAST science for grade 5, and the California Spanish Assessment. The school used the Student Support Team to address academic and behavioral needs/interventions for all students. All students identified as low achieving based on initial assessments received focused intervention/tutoring/Saturday Academy, or a type of intervention to address their needs. Teachers maintained regular communication between them and the parent.

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

Several of our struggling learners were able to receive appropriate and timely interventions to determine whether a learning disability truly was in place. For the most part, students excelled with focused intervention/tutoring/Saturday Academy, and classroom supports. Several students with IEPs received support from the classroom teacher, Education Specialist, school psychologist, office staff, principal, and other staff members to redirect student behavior and provide a learning opportunity. As a result, we saw confidence and in some cases, a student performance increase toward the end of the school year. While student morale has increased, SBAC proficiency with Special Education students is still at 0%, raising the urgency for push-in services versus pull-out intervention during key academic instruction time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A full-time Education Specialist was hired to support the administrative component of Student Study Teams. School psychologist remained as a 2-day provider.

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

In the coming year, we will be conducting a book study on closing the achievement gap through RTI. This can be found in Goal 1. We are reducing the Education Specialist time to .5 again and moving toward the push-in model of support inside the mainstream program.

School psychologist will be reduced to .20, and a counselor will be hired at a minimum of .20 - .40 (1-2 days).

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?

McGill values stakeholder feedback and has provided a variety of opportunities for families, students, teachers, and other stakeholders to provide input in the creation of the 2019-2020 Local Control Accountability Plan.

*Every month, our Principal/CEO meets with families in the Principal's Coffee to gather family feedback on school programs, personnel, and student achievement in both English and Spanish.

*McGill also held formal LCAP meetings with School Site Council, English Learner Advisory Committee, Teachers/Staff, and Board of Directors where the previous year's LCAP Goals, actions, budget allocations, and measurable outcomes were reviewed. In doing so, it helped refocus the action steps that needed to be done to ensure goals were met.

*The LCAP was printed, separated, and displayed according to the 5 goals during the LCAP stakeholder meetings (in both the assembly hall and conference room) for everyone to view. The 2018-2019 LCAP was left posted in the Conference room over two months. Stakeholders appreciated having the 5 goals posted individually with their respected goals in order to easily read and understand what the LCAP is all about.

*Understanding that not all families attend site-based meetings to provide input, a paper LCAP survey (in English and Spanish) was created and sent home with each student.

An online version of the parent survey was included in at least three of the weekly Parent News. In total, about 20 surveys were collected (a bit over 10%). These surveys helped guide the goals, actions, services, and expenditures that would take place.

*While feedback on the creation of the LCAP was formally done in ELAC, SSC, and staff meetings, our LCAP Parent Stakeholder Meeting was held on March 21, 2019, during Coffee with The Principal. (An evening LCAP meeting was also held in the afternoon of March 21, 2019, but no one attended.)

*The feedback from parent meetings and ELAC was taken to School Site Council, where the data was being reviewed. School Site Council approved 2019-2020 LCAP on June 11, 2019.

*LCAP was then presented to Board of Directors at the June 13, 2019 meeting for final approval.

Continued Process...

All throughout the process, stakeholders were informed the LCAP is a living document that allows for a local decision-making process.

McGill intends to continue revisiting the LCAP throughout the year to ensure the planned services are carried out and edit if needed.

Impact on LCAP and Annual Update

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

These consultations assisted in the creation of the 2019-2020 LCAP. The input from the school community allows us to see how different stakeholders view the actions being taken by the site, and how to improve our efforts to serve students and families. The diversity in the feedback we collected helped get a broad base of responses also.

Among the feedback given by families was the family support for the arts/music, the importance of classroom aides, the need for celebrating academic achievement, shaded area in playground, parent trainings/workshops, and one recommended hosting a Coffee with the Principal randomly in the afternoons also for working families.

Staff concurred in continuing to provide the arts, classroom aides (particularly to support foundational reading), more professional development in English Language Development Standards, and integrating more parent workshops.

ELAC and School Site Council both agreed with the feedback given by other stakeholders, yet recognized the importance of prioritizing basic services to meet students' academic achievement.

Reviewing the planned 2018-2019 actions before the end of the year also helped McGill implement some of the actions the 2018-2019 LCAP had stipulated would take place. Displaying the paper copy by goal in the conference room and assembly hall helped stakeholders see the 5 goals clearly and be able to see how different actions/services were being funded. This method of transparency builds trust and validates shared-decision making process.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Credentialed Teachers
 Student Access to Common Core Aligned Curriculum
 Facilities are maintained in good repair
 Technology

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 1, Action 1- 100% of teachers will be appropriately credentialed and assigned.	1. 100% of teachers will be appropriately credentialed and assigned.	1. 100% of teachers will be appropriately credentialed and assigned.	1. 100% of teachers will be appropriately credentialed and assigned.	1. By Fall 2019, 100% of TK-5th grade classroom teachers will be appropriately credentialed and assigned.
Goal 1, Action 2 - 100% of students will have	2. 100% of students will have access to	2. 100% of students will have access to	2. 100% of students will have access to	2. By Fall 2019, 100% of students will have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
access to Common Core aligned ELA & Math Curriculum.	Common Core aligned ELA & Math Curriculum.	Common Core aligned ELA & Math Curriculum.	Common Core aligned ELA & Math Curriculum.	access to Common Core aligned ELA & Math Curriculum.
Goal 1, Action 3 - Ensure facilities are in good repair as documented in annual FIT report.	3. Ensure facilities are in good repair as documented in annual FIT report.	3. Ensure facilities are in good repair as documented in annual FIT report.	3. Ensure facilities are in good repair as documented in annual FIT report.	3. By Feb 2020, McGill will undergo the Facility Inspection Tool to ensure facilities are in good condition
Goal 1, Action 4 - Student access to technology - Student to Computer ratio 2:1	4. Student access to technology - Student to Computer ratio 2:1 (K-4th)	4. Student access to technology - Student to Computer ratio 2:1 (K-4th)	4. Student access to technology - Student to Computer ratio 1:1 (1st - 5th) 2:1 (TK/K)	4. By Feb 2020, the student to computer ratio will be 1:1 for 1st - 5th graders and 3:1 for TK/Kers. McGill will repair/replace 1st-5th grade computers that need repair without exceeding \$10,000 by June 2020.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK - 5th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services**Goal 1, Action 1: Staffing**

1. Principal will ensure that all teachers have proper credentials and certification (CLAD). Costs include live scans for all employees; and BTSA for 1 teacher.
2. Costs for employing 8 highly qualified teachers; 1 Full-Time Education Specialist; a part-time psychologist, and 1 Principal/CEO

2018-19 Actions/Services**Goal 1, Action 1: Staffing**

1. Principal will ensure that all teachers have proper credentials and certification (CLAD). Costs include live scans for all employees; and BTSA for 1 teacher.
2. Costs for employing 8 highly qualified teachers; 1 Full-Time Education Specialist; a part-time psychologist, and 1 Principal/CEO

2019-20 Actions/Services**Goal 1, Action 1: Staffing**

1. Principal will ensure that all teachers have proper credentials and certification (CLAD). Costs include live scans for all employees
2. Costs for employing 7 highly qualified teachers; 1 PART-Time Education Specialist; a Part-time psychologist; a part-time counselor; one part-time SpEd instructional aide; three part-time instructional aides; and 1 Principal/CEO
3. Employee Benefits Cost

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$746,680	\$876,311	\$607,098
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Teachers, SpEd, Administrator

Amount	Included above	Included above	\$240,662
Source	LCFF Base	LCFF Base	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	Included above	Included above	\$375,950
Source	LCFF Base	LCFF Base	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$50,000
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries Sat Academy, Tutoring, Home Visits, Subs for PD, RTI Teams/SSTs
Amount			\$90,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Student support services (Part-time Counselor, K-Readiness, Summer Program)
Amount			Funded in SpEd/General Fund
Source			LCFF
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures SpEd Service Providers (OT, Speech & Language, Adapt PE, Physical T., Assist. Tech)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

Goal 1, Action 2: Common Core Curriculum

Purchase Common Core Aligned Curriculum

- ELA Consumables

K-5 Spanish Curriculum

Math Consumables

Aleks Math

RazKids (Reading A-Z)

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

2018-19 Actions/Services

Goal 1, Action 2: Common Core Curriculum

Purchase Common Core Aligned Curriculum

- ELA (new ELD - aligned/CA ed) CCSS Adopted Curriculum

Aleks Math

RazKids (Reading A-Z)

Renaissance Learning

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

2019-20 Actions/Services

Goal 1, Action 2: Common Core Curriculum

Pilot Benchmark Common Core Curriculum for possible purchase & implementation for 3rd-5th grades (by Feb 2020)**

Aleks Math

RazKids (Reading A-Z)

Renaissance Learning

Common Core History - Studies Weekly

Next Generation Science Standards Curriculum

Reading Plus Online Learning

Materials & Supplies

Non-Capitalized Equipment

Violin Zuzuki Curriculum
 Renaissance Learning
 Common Core History - Studies Weekly
 Next Generation Science Standards Curriculum
 STEAM Kits (science, robotics, lego, etc.)

Common Core History - Studies Weekly
 Leveled & Classroom Libraries
 Research Next Generation Science Standards Curriculum & instructional materials for purchase & implementation 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,800	\$25,000	\$69,404
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

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

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

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

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Goal 1, Action 3: Facilities
 Facility leasing costs
 Costs for maintaining a safe, clean, and in good maintenance facility

2018-19 Actions/Services

Goal 1, Action 3: Facilities
 Facility leasing costs
 Costs for maintaining a safe, clean, and in good maintenance facility
 Costs for infrastructure upgrades to increase bandwidth for the implementation of technology in all classrooms and in preparation for CAASPP online testing.

2019-20 Actions/Services

Goal 1, Action 3: Facilities
 Facility leasing costs
 Costs for maintaining a safe, clean, and in good maintenance facility
 Shading, replace drinking fountain

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$149,500	\$169,500	General Fund
Source	LCFF Base	LCFF Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures \$212, 461 from General Fund

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services**Goal 1, Action 4: Technology**

1. Develop a needs assessment for future technology purchases
2. Purchase 12 i-pads for Garage/Band/MIDI applications
3. Purchase keyboards & other triggering devices for implementation of a Music Instrument Digital Interface (MIDI) system in our Computer Lab.
4. Purchase 2 rock-band/silent rehearsal plugin equipment

2018-19 Actions/Services**Goal 1, Action 4: Technology & Classrooms**

1. Costs for classroom furniture (expansion of an additional grade level/classroom w/chairs, tables, desks, shelves, white board, smartboard, etc.)
2. Purchase 40 chromebooks and mobile charging cart for student use; 1 for teacher
3. Purchase docu-camera and projector for additional classroom

2019-20 Actions/Services**Goal 1, Action 4: Technology & Classrooms**

1. Costs for flexible seating to support student engagement
2. Purchase ipads for ELPAC online assessment
3. Replace/repair current chromebooks and technology needs
4. Increase student: computer ratio in TK/K to 3:1
5. Continue lease for copier
6. Playground shading, water fountain, school beautification, billboard

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,250	\$12,250	\$12,250
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF
Budget Reference	4000-4999: Books And Supplies Noncapitalized Equipment	4000-4999: Books And Supplies Noncapitalized Equipment	4000-4999: Books And Supplies Noncapitalized Equipment

Amount			\$3,500
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Lease for copier
Amount			General Fund
Source			LCFF Base
Budget Reference			5900: Communications Telephones, Internet, Postage, School Messenger
Amount			\$60,000
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Playground Shading, replace drinking fountain, school beautification

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

Professional Development: Provide Professional Development on Common Core State Standards & research-based strategies that support student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Professional Development in Common Core State Standards for English, English Language Development, Math, Next Generation Science Standards
Professional Development in Pedagogical strategies
Professional Development in Response to Intervention

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers will receive Professional Development in CCSS ELA/ELD Frameworks	100% of teachers will receive Professional Development in CCSS ELA/ELD Frameworks	100% of teachers will have received Professional Development in CCSS ELA/ELD Frameworks	100% of teachers will have received Professional Development in CCSS ELA/ELD Frameworks	By June 2020, 100% of teachers will integrate the Professional Development they received in CCSS ELA/ELD Frameworks into daily instruction.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers will receive Professional Development in CCSS Math	100% of teachers will receive Professional Development in CCSS Math	100% of teachers will have received Professional Development in CCSS Math	100% of teachers will have received Professional Development in CCSS Math	By June 2020, 100% of teachers will integrate the Professional Development they received in CCSS math Framework into daily instruction
100% of teachers will receive Professional Development in Next Generation Science Standards	100% of teachers will receive Professional Development in Next Generation Science Standards	100% of teachers will receive Professional Development in Next Generation Science Standards	100% of teachers will receive Professional Development in Next Generation Science Standards	By June 2020 100% of teachers will receive Professional Development in Next Generation Science Standards
100% of teachers will receive Professional Development in Research-based strategies	100% of teachers will receive Professional Development in Research-based strategies	100% of teachers will receive Professional Development in Research-based strategies	100% of teachers received Professional Development in Research-based strategies through Professional Learning Communities (PBIS, RTI, Designated & Integrated ELD, Trauma-Informed Practices, First Best Teaching, and Assessments guiding instruction)	By June 2020, 100% of teachers will integrate the Professional Development they received in Research-based strategies through Professional Learning Communities
McGill will set learning targets for English Language Learners to grow a minimum of one performance level on the state's English Learner Assessment (ELPAC) and an	McGill ELLs will establish growth targets for continuously enrolled ELLs to advance 1 proficiency level a year	McGill will establish 1-year growth targets for English Learners based on the state's English Learner Assessment (ELPAC) and SBAC data	McGill will create 1-year growth targets for English Learners AND monitor the growth based on the state's English Learner Assessment (ELPAC) and SBAC data.	By June 2020, 75% of McGill English Language Learners will: increase English Language Proficiency by one level, based on the state's ELPAC assessment,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
improved score in the state's SBAC test.				demonstrate scaled score improvement in ELA and Math SBAC scores, and continue to be monitored/supported by site's English Coordinator/EL Instructional Aide for continued growth.
Through close monitoring, McGill will reclassify English Language Learners whom have met requirements for redesignation as English Proficient (RFEP)	McGill will reclassify English Language Learners whom have met requirements for redesignation as English Proficient (RFEP). In 2015, only three McGill English Language Learners were reclassified. In 2016, no students were reclassified.	McGill will reclassify English Language Learners whom have met requirements for redesignation as English Proficient (RFEP) (0 students Reclassified in 2017-2018)	By June 2019, McGill will reclassify English Language Learners whom met requirements for redesignation as English Proficient (RFEP). (32 students reclassified in 2018-2019)	By June 2020, McGill will: Reclassify English Learners whom meet requirements for redesignation as English Proficient (RFEP). Monitor and support English Learners and RFEP students in English Proficiency and Math competence as evidenced by SBAC and/or ELPAC scores.

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

All Schools
Specific Schools: McGill School of Success
Specific Grade Spans: TK - 5th

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
[Add Students to be Served selection here]

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

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services
Goal 2, Action 1 - SUMMER PROFESSIONAL DEVELOPMENT
Provide all teachers with Summer Professional Development (3 Days) on the Common Core State Standards in ELA/ELD, Math, GLAD, NGSS, Response to Intervention (RTI), Newly adopted curricular materials and technology training.

2018-19 Actions/Services
Goal 2, Action 1 - SUMMER PROFESSIONAL DEVELOPMENT
Provide all teachers with Summer Professional Development (3 Days) on the Common Core State Standards in ELA/ELD, Math, Step-Up-To-Writing, NGSS, Response to Intervention (RTI), Newly adopted curricular materials and technology training.

2019-20 Actions/Services
Goal 2, Action 1 - SUMMER PROFESSIONAL DEVELOPMENT
Provide all teachers with Summer Professional Development (1 day) to create a year-long pacing guide and assessment schedule built on the Common Core State Standards in core instruction (ELA/ELD, Math, NGSS)

Provide all teachers with 2 days of Professional Development on August 29 & 30, 2019.
Two additional two days of Professional Growth will be given to parallel SDUSD's and O'Farrell Charter School.

Provide learning opportunities in professional conferences for staff to bring back to site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,956	\$43,153	\$10,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Common Core & GLAD Refresher Trainings, NGSS Training
Amount	From Goal 1 - Teacher Salaries	From Goal 1 - Teacher Salaries	\$12,000
Source	LCFF Base	LCFF Base	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures Travel and Conferences
Amount			\$5,000
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Travel and Conferences

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: McGill School of Success
Specific Grade Spans: TK-5th Grade

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Goal 2, Action 2 - ENGLISH LEARNERS
Principal will administer CELDT Assessments for students identified as English Language Learners
Principal will identify students for reclassification
Principal and teachers will closely monitor the academic performance/progress of all ELLs
ELLs will receive ELD instruction that will be integrated into daily ELA instruction. In addition, ELLs will receive an additional 15-20 minutes by a paraprofessional
ELD curriculum will be teacher - created

2018-19 Actions/Services

Goal 2, Action 2 - ENGLISH LEARNERS
Principal will administer ELPAC Assessments for students identified as English Language Learners
Principal will identify students for reclassification
Principal and teachers will closely monitor the academic performance/progress of all ELLs
ELLs will receive Designated ELD
ELD curriculum will be purchased for all grade levels

2019-20 Actions/Services

Goal 2, Action 2 - ENGLISH LEARNERS
McGill EL Coordinator and instructional aides will administer ELPAC Assessments for students identified as English Language Learners
McGill EL Coordinator, Teachers, and Principal will identify students for reclassification
McGill EL Coordinator, Teachers, and Principal will closely monitor the academic performance/progress of all ELLs
ELLs will receive daily Integrated ELD and a total of 2 hours a week of Designated ELD
ELD Standards will be integrated into daily ELA curriculum
Through ELAC (funded in Goal 3 as Parent Engagement), EL families will be informed of reclassification process and ELD Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	Title III	Title III	Title III
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$21,500	\$21,500	\$800
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Summer Training
Amount	Provided in Goal 1 as Certificated Salaries	Provided in Goal 1 as Certificated Salaries	\$3,000
Source	LCFF Base	LCFF Base	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Summer Training

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Parent Engagement: Increase resources/services for families, parent input opportunities, and school systems learning to improve parent engagement and, as a result, impact student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Active parent engagement in child's education at school and home
Parent participation in decision-making process and school-wide events

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 3, Action 1 - Provide parents with opportunities for decision-making input in the school's program and their child's education. Administer parent surveys to obtain input/feedback	Goal 3, Action 1 - Monthly parent meetings are held for parent input and support. These are advertised via calendars, flyers, phone calls, and/or text messages. Parent Survey will be created to collect parent input	Goal 3, Action 1 - Parent input in the decision-making of the site will take place in SSC and PAC meetings. At least 60% of parent respondents will be satisfied with the school's program as measured in the annual parent survey	Goal 3, Action 1 - Parent input in the decision-making of the site takes place in SSC, ELAC, Coffee with the Principal, Principal meetings with families, online surveys, paper surveys, and other means of	Goal 3, Action 1 - In the 2018-2019 school year, 21 out of 157 student's families (11.5%) returned their LCAP survey, participating in the shared decision-making process impacting their child's education.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>communication allowing for parent input. At least 65% of parent respondents will be satisfied with the school's program as measured in the annual parent survey</p>	<p>By the Spring Open House in 2020, McGill will double its efforts in the decision-making process by obtaining at least 25% (40 surveys out of 157 students) of the site's LCAP surveys sent to families. By June 2020, 80% of parent respondents will be satisfied with the school's program as measured in the annual McGill Parent Survey. The survey will be collected in multiple measures including online, paper, group meetings, parent-teacher conferences, and office copies.</p>
<p>Goal 3, Action 2 - Increase parent participation in schoolwide programs/events</p>	<p>Goal 3, Action 2 - Parent participation has increased as verified by sign-in sheets.</p>	<p>Goal 3, Action 2 - McGill School of Success will host 3 workshops annually for parents to increase parent engagement & participation</p>	<p>Goal 3, Action 2 - McGill School of Success will host 3 workshops annually for parents to increase parent engagement & participation</p>	<p>Goal 3, Action 2 - By June 2020, each student's family will have participated in at least three school events as measured by year-long family attendance taken at each event.</p>
<p>Goal 3, Action 3 - Parent Learning/Leadership Opportunities</p>	<p>Goal 3, Action 3 - Building parent capacity is key to student success.</p>			<p>Goal 3, Action 3 - By June 2020, McGill School of Success will have provided a parent</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				training/workshop series provided by a contractor to build family awareness of school systems, parent leadership, and student advocacy. At least 16/157 (10%) parents will have participated.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Goal 3, Action 1 - PARENT INPUT IN DECISION-MAKING
 Provide parents with opportunities to participate in decision-making input of the school's program through:
 School Site Council (monthly meeting)
 Parent Advisory Council (monthly meeting)
 English Learner Advisory Committee (meets every other month)

2018-19 Actions/Services

Goal 3, Action 1 - PARENT INPUT IN DECISION-MAKING
 Provide parents with opportunities to participate in decision-making input of the school's program through:
 School Site Council (monthly meeting)
 Parent Advisory Council (monthly meeting)
 English Learner Advisory Committee (meets every other month)

2019-20 Actions/Services

Goal 3, Action 1 - PARENT INPUT IN DECISION-MAKING
 Provide parents with opportunities to participate in decision-making input of the school's program through:
 School Site Council (monthly meeting)
 Parent Advisory Council (monthly meeting)
 English Learner Advisory Committee (meets every month)
 Coffee with the Principal (monthly meeting)
 Local and Regional Parent Conferences (Mini-CABE, Latino Parent Conference, etc.)
 Series of Parent Trainings on Leadership (e.g. PIQE, Project 2 Inspire, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,850	\$6,850	\$850
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Materials and supplies for meeting	4000-4999: Books And Supplies Materials and supplies for meeting	4000-4999: Books And Supplies Materials and supplies for meeting
Amount			\$6,000
Source			Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures Parent Conferences/Workshops/Training to build parent leadership and advocacy

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th Gr

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Goal 3, Action 2 - OPPORTUNITIES FOR PARENT PARTICIPATION

1. Host at least 3 Parent Workshops Annually

- Common Core State Standards
- Socio-Emotional Workshops (led by school psychologist)
- Character Education Program

2. Host at least 5 Schoolwide events to encourage parent participation

- Parent / Student Orientation for incoming students
- Winter Fest

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

Unchanged Action

2018-19 Actions/Services

Goal 3, Action 2 - OPPORTUNITIES FOR PARENT PARTICIPATION

1. Host at least 3 Parent Workshops Annually

- Common Core State Standards
- Socio-Emotional Workshops (led by school psychologist)
- Character Education Program

2. Host at least 5 Schoolwide events to encourage parent participation

- Parent / Student Orientation for incoming students
- Winter Fest

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

Modified Action

2019-20 Actions/Services

Goal 3, Action 2 - OPPORTUNITIES FOR PARENT PARTICIPATION

1. Host at least series of Parent Workshops on site or at off-site parent workshops on various topics including but not limited to

- Common Core State Standards
- Socio-Emotional Workshops (led by school psychologist)
- Character Education Program on Leader in Me
- Community outreach presentations (SAY San Diego, Mid-City CAN, YMCA, etc)

- Schoolwide /Community SouthPark Walkabouts
- Mother's Day Event
- Open House

3. Host Monthly Principal Coffee Chats on the following

- How to assist your child with writing at home
- English Language Development
- Math
- Socio-Emotional Wellbeing
- Positive Discipline
- College Readiness
- Technology
- SBAC/CAASPP Updates
- LCAP updates & review of goals

4. Administer Progress Reports every 6 weeks to inform parents of their child's academic performance

5. Host Parent/Teacher Conferences 3 times a year

6. Administer parent surveys to gather input/feedback on parent satisfaction.

- Schoolwide /Community SouthPark Walkabouts
- Mother's Day Event
- Open House

3. Host Monthly Principal Coffee Chats on the following

- How to assist your child with writing at home
- English Language Development
- Math
- Socio-Emotional Wellbeing
- Positive Discipline
- College Readiness
- Technology
- SBAC/CAASPP Updates
- LCAP updates & review of goals

4. Administer Progress Reports every 6 weeks to inform parents of their child's academic performance

5. Host Parent/Teacher Conferences 3 times a year

6. Administer parent surveys to gather input/feedback on parent satisfaction.

- College/Career readiness

2. Host monthly Schoolwide events to encourage parent participation

- Parent / Student Orientation for incoming students
- Winter Fest
- Schoolwide /Community SouthPark Walkabouts
- Mother's Day Event
- Mother's Day Dance
- Dr. Seuss' Day
- Book Fair
- Open House
- Spring Showcase
- Donuts with Dad
- monthly cultural celebrations (Latino Heritage Night, Black Heritage Celebration, Women's Museum) -other school-wide events

3. Host Monthly Coffee with the Principal to provide families an opportunity to discuss issues/concerns at school and learn about how to support their children at home. Among the topics include:

- How to assist your child with writing at home
- English Language Development
- Math
- Socio-Emotional Wellbeing
- Positive Discipline
- College Readiness
- Technology
- SBAC/CAASPP Updates
- LCAP updates & review of goals

		<p>4. Administer Progress Reports every 6 weeks to inform parents of their child's academic performance. Continue informing families via School Messenger, DoJo, emails, and data in Leadership binders.</p> <p>5. Host Parent/Teacher Conferences 3 times a year</p> <p>6. Administer parent surveys to gather input/feedback on parent satisfaction.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$7,500	\$5,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials, supplies, School Messenger	5000-5999: Services And Other Operating Expenditures Materials, supplies, School Messenger	5000-5999: Services And Other Operating Expenditures Materials, supplies, School Messenger
Amount	\$28,500	\$28,500	\$20,500
Source	LCFF Base	LCFF Base	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Training	5800: Professional/Consulting Services And Operating Expenditures Professional Training	5800: Professional/Consulting Services And Operating Expenditures Professional Training (PIQE, Project 2 Inspire, or other Parent Advocate Group

Action 3

All

Specific Schools: McGill School of Success
Specific Grade Spans: TK-5th Goal 3, Action 3 - Parent Learning/Leadership Opportunities

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Goal 3, Action 3 - Parent Learning/Leadership Opportunities

Recognizing the great impact an engaged and informed parent/guardian has on his/her child's education, To build a team of involved and informed parent advocates, McGill will contract with a parent-involvement agency to provide a series of workshops that will build parent/guardian awareness of K-16 school systems, Common Core State Standards, parent rights, and other parent advocacy topics.

Budgeted Expenditures

Amount

\$20,000

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures
Hire consultant to provide families series of parent leadership workshops

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

School Engagement - Engage the entire school community in a positive, nurturing and inviting school climate to ensure student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Increase attendance rates
 Decrease chronic absenteeism
 Motivational guests

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 4, Action 1 - Increase Attendance Rate by 1% by 2017-2018 (.33% increase annually)	Goal 4, Action 1 - Baseline is 94.3% ADA for 2014-2015 school year	Goal 4, Action 1 - Increase ADA to 95% for 2017-2018 school year	Goal 4, Action 1 - Increase ADA to 95% for 2018-2019 school year	Goal 4, Action 1 - By the 2019-2020 school year, Attendance Rate will increase to a minimum of 95%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 4, Action 2 - Decrease Chronic Absenteeism rate by .05% annually.	Goal 4, Action 2 - Baseline is to reduce the 2014-2015 Chronic Absenteeism by 10%	Goal 4, Action 2 - Decrease Chronic Absenteeism rate by .05% annually.	Goal 4, Action 2 - Decrease Chronic Absenteeism rate by .05% annually.	Goal 4, Action 2 - By the 2019-2020 school year, the Chronic Absenteeism rate will be reduced by .05% annually.
Goal 4, Action 3 - Maintain Suspension rate below 5% of student population	Goal 4, Action 3 - Baseline for the 2014-2015 school year is 0% suspension rate	Goal 4, Action 3 - Maintain Suspension rate below 2% of student population (Zero suspensions in the 2017-2018 school year)	Goal 4, Action 3 - Maintain Suspension rate below 2% of student population (One suspension in the 2018-2019 school year)	Goal 4, Action 3 - By June 2020, McGill will maintain a suspension rate below 2% of student population
Goal 4, Action 4 - Maintain expulsion rate below 1%	Goal 4, Action 4 - Baseline for the 2014-2015 school year is 0% expulsion rate	Goal 4, Action 4 - Maintain Expulsion rate below 1% of student population (Zero expulsions in the 2017-2018 school year)	Goal 4, Action 4 - Maintain Expulsion rate below 1% of student population (Zero expulsions in the 2018-2019 school year)	Goal 4, Action 4 - By June 2020, McGill will maintain an expulsion rate below 1% of student population
Goal 4, Action 5 - Course Access: 100% of McGill students are enrolled in Physical Education	Goal 4, Action 5 - Baseline for the 2014-2015 school year is 100% of McGill students are enrolled in physical education	Goal 4, Action 5 - McGill will provide physical education for 100% of its students	Goal 4, Action 5 - McGill will provide physical education for 100% of its students	Goal 4, Action 5 - By September 2019, McGill will continue providing physical education for 100% of its students
Goal 4, Action 6 - Climate Survey: Administer Annual Student Surveys	Goal 4, Action 6- Baseline for the 2014-2015 school year is - student surveys were administered to students.	Goal 4, Action 6 - 65% of McGill students will identify that the school provides a safe learning environment as measured in the Annual Student Survey	Goal 4, Action 6 - 70% of McGill students will identify that the school provides a safe learning environment as measured in the Annual Student Survey	Goal 4, Action 6 - By June 2020, 75% of McGill students will identify that the school provides a safe learning environment as measured in the Annual Student Survey By June 2020, 60% of McGill students will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				recognize the 7 Habits of Happy Kids and articulate how they carry out one of them in their leadership.
Goal 4, Action 7 - Provide Before School, After School, and school break learning / collaborative learning opportunities using ASES State Grant		Goal 4, Action 7 - Provide Before School, After School, and school break learning / collaborative learning opportunities using ASES State Grant	Goal 4, Action 7 - Provide Before School, After School, and school break learning / collaborative learning opportunities using ASES State Grant	Goal 4, Action 7 - By June 2020, 90% of McGill students will be provided the opportunity to participate in Before School, After School, and school break learning / collaborative learning opportunities using ASES State Grant & 21st Century Learning Federal Grant
McGill School of Success is a TK-5th Grade school. Therefore, the Measurable Outcomes for Middle School and High School drop-out rate and High School Graduation rates do not apply.	McGill School of Success is a TK-5th Grade school. Therefore, the Measurable Outcomes for Middle School and High School drop-out rate and High School Graduation rates do not apply.	McGill School of Success is a TK-5th Grade school. Therefore, the Measurable Outcomes for Middle School and High School drop-out rate and High School Graduation rates do not apply.	McGill School of Success is a TK-5th Grade school. Therefore, the Measurable Outcomes for Middle School and High School drop-out rate and High School Graduation rates do not apply.	McGill School of Success is a TK-5th Grade school. Therefore, the Measurable Outcomes for Middle School and High School drop-out rate and High School Graduation rates do not apply.

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

All Schools
 Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th Grade

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

SCHOOL CLIMATE:

1. Implement Second Step Character Education Program school-wide
 Purchase 2nd Step for grade 5 to create a positive school climate.

2. Host monthly assemblies & recognition awards on Core Values

McGill hosts monthly assemblies to recognize students who exemplify the school's core values:

Safety
 Tolerance
 Accountability
 Respect

2018-19 Actions/Services

SCHOOL CLIMATE:

1. Implement STAR Values school-wide. Student leaders led morning pledge and school assemblies under the guidance of principal

2. Host monthly assemblies & recognition awards on Core Values

McGill hosts monthly assemblies to recognize students who exemplify the school's core values:

Safety
 Tolerance
 Accountability
 Respect

2019-20 Actions/Services

SCHOOL CLIMATE:

1. Implement 7 Habits of Happy Kids school-wide. Continue morning welcoming assembly with student leaders leading the pledge. Increase student leadership opportunities throughout day-to-day school functions (Morning assembly, classroom greeters, Student Council, fundraising, student-led clubs, student-led assemblies, classroom leadership roles, etc.)

2. Continue hosting monthly assemblies. Recognize students with awards on 7 Habits, Attendance, Academic Achievement

Each month the school/students focus on a specific core value, which is embedded in the instructional program and throughout the school day. All student and staff are held accountable for exuding the core values.

3. Ensure all students are enrolled in Physical Education as part of the school's Health & Wellness Program

4. Provide before and after school program through the ASES Grant

Each month the school/students focus on a specific core value, which is embedded in the instructional program and throughout the school day. All student and staff are held accountable for exuding the core values.

3. Ensure all students are enrolled in Physical Education as part of the school's Health & Wellness Program

4. Provide before and after school program through the ASES Grant

5. As former East County SARB Chair, Principal Sandoval held 3 community parent Student Attendance Review Board Meetings explaining how absenteeism impacts learning, Average Daily Attendance (how attendance is tied to funding), Education Code mandates, and ways to avoid full-day absences.

Each week, the school/students focuses on a specific habit, which is embedded in the instructional program and throughout the school day. All student and staff live by and model 7 habits leadership behavior.

School environment will reflect 7 Habits language throughout school physical environment

3. To align our site's focus in the arts, McGill will be integrating dance into its Physical Education & wellness program Purchase performance attire (ballet folklorico, classic ballet shoes, performance props and attire) McGill will also purchase instruments and art supplies to support site's music/arts program

4. Provide before and after school program through the ASES Grant

5. Continue hosting community Student Attendance Review Team parent meetings for chronically absent students explaining how absenteeism impacts learning, Average Daily Attendance (how attendance is tied to funding), Education Code mandates, and ways to avoid full-day absences. Home visits will be conducted starting in July 2019 for families who did not attend Community SART meetings. McGill will be hiring a counselor/social worker to work with family and student engagement

6. Provide field trips to expose students to school-to-life experiences

6. Student assemblies/motivational speakers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Goal 1	Funded in Goal 1	Funded in Goal 1
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides Salaries	2000-2999: Classified Personnel Salaries Instructional Aides Salaries	2000-2999: Classified Personnel Salaries Instructional Aides Salaries
Amount	\$32,510	\$29,810	\$25,282
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 2nd Step materials, awards, certificates	4000-4999: Books And Supplies 2nd Step materials, awards, certificates	4000-4999: Books And Supplies Leader in Me book study in Spring, awards, certificates, recognition
Amount	Included in amount above	Included in amount above	General Fund
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2nd Step Training	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Possible Leader in Me training

Amount	\$150,000	\$150,000	\$150,000
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Before School, After School, and school breaks service by YMCA	5800: Professional/Consulting Services And Operating Expenditures Before School, After School, and school breaks service by YMCA	5800: Professional/Consulting Services And Operating Expenditures Before School, After School, and school breaks service by YMCA
Amount			\$7,500
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Busing for cultural and academic school trips
Amount			Paid with General Fund
Budget Reference			4000-4999: Books And Supplies Music instruments/art supplies
Amount			\$5,000
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures School Assemblies to motivate students

Amount			Paid in Goal 1
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Hire a part-time counselor/social worker to support family/student engagement and support their needs

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: McGill School of Success
Specific Grade Spans: TK-5th grade

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Additional Supports for Unduplicated Pupils
1. Provide a set of uniforms for students to create a safe school environment where students are not singled out by their attire.

2018-19 Actions/Services

Additional Supports for Unduplicated Pupils
1. Provide a set of uniforms for students to create a safe school environment where students are not singled out by their attire.

2019-20 Actions/Services

Additional Supports for Unduplicated Pupils
1. Provide a set of uniforms for students to create a safe school environment where students are not singled out by their attire.

2. Provide bus passes for students to increase student attendance, decrease truancy, and decrease chronic absenteeism rates

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	3,500	5,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Uniforms & Bus passes	5000-5999: Services And Other Operating Expenditures Uniforms & Bus passes	5000-5999: Services And Other Operating Expenditures Uniforms & Bus passes

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 5

PUPIL ACHIEVEMENT - Students will meet or exceed Common Core State Standards through First Best Teaching, RTI Intervention, IEP Goals, and Enrichment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Solid Common Core Instruction
Strategic Individualized Education Plans

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establish growth targets for CAASPP assessments in ELA & Math	Established baseline growth target based on CAASPP Spring 2015 test results: ELA Schoolwide 28% Socio-econ Disadvantage 26% ELL 22% Latino 22% Special Education 30%	Establish growth targets based on CAASPP Spring 2017 test: ELA Schoolwide 24% Socio-econ Disadvantage 11% ELL 17.33% Latino 21.66% Special Education 0%	Establish growth targets based on CAASPP Spring 2018 test: ELA Schoolwide 31.6% Socio-econ Disadvantage 30.33% ELL 26.33% Latino 27.66% Special Education 0%	Pending final Spring 2019 results for new baseline, by June 2020, Preliminary CAASPP scores will improve to ELA Schoolwide 32% Socio-econ Disadvantage 32% ELL 26.33% (maintain) Latino 28%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Spring 2015 CAASPP Math Results: Schoolwide 35% Socio-econ Disadvantaged 29% ELL 25% Latino 26% Special Education 27.66%</p>	<p>CAASPP Math Results: Schoolwide 29.33% Socio-econ Disadvantaged 25.66% ELL 23.33% Latino 27% Special Education 0%</p>	<p>CAASPP Math Results: Schoolwide 15% Socio-econ Disadvantaged 12.66% ELL 13.66% Latino 11.66% Special Education 0%</p>	<p>Special Education 10% CAASPP Math Results: Schoolwide 21% Socio-econ Disadvantaged 15% ELL 20% Latino 20% Special Education 10%</p>
<p>Using local measures (DRA, STAR Reading, STAR Math, Writing Samples), students will advance a full year level through First Best Teaching, RTI interventions, and 7 Habits of Happy Kids character program.</p>	<p>Data shows an large group of struggling learners who need focused support and intervention to meet grade-level expectations.</p>	<p>Students were tested at least twice in the year to determine ELA and Math STAR proficiency.</p>	<p>Students were tested at least twice in the year to determine ELA and Math STAR proficiency.</p>	<p>By September 20, 2019, formative assessments will be given to students to determine 8 week RTI Cycle 1 (Sept 30, 2019 - Nov 22, 2019)</p> <p>By November 22, 2019, formative and summative assessments will be given to students to determine 7 week RTI Cycle 2 (Dec 2- Jan 31st)</p> <p>By Jan 31, 2020, formative and summative assessments will be given to students to determine 8 week RTI Cycle 3 (Feb. 3rd - Mar 27th)</p> <p>By Mar. 27th, 2020, formative and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				summative assessments will be given to students to determine 8 week RTI Cycle 4 (April 6th - May 29th)

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)

Specific Schools: McGill School of Success
 Specific Grade Spans: TK-5th Grade

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action
 Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STUDENT OUTCOMES

Implement RTI 3 Tier process to address student academic shortfalls and behavioral needs.

Develop Individualized Learning Plans for struggling learners, alongside the RTI Team and families to determine growth targets. Students and parents are given timely feedback on their progress. Failure to improve will prompt Tier II or III intervention.

Provide after school academic tutoring and social enrichment program to address academic and behavioral needs.

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STUDENT OUTCOMES

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Provide after school academic tutoring and social enrichment program to address academic and behavioral needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,715	\$26,715	\$26,715
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Online assessments and intervention programs	5800: Professional/Consulting Services And Operating Expenditures Online assessments and intervention programs	5800: Professional/Consulting Services And Operating Expenditures Online assessments and intervention programs
Amount	\$13,000	\$13,000	\$13,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries After school tutoring and intervention	1000-1999: Certificated Personnel Salaries After school tutoring and intervention	1000-1999: Certificated Personnel Salaries After school tutoring and intervention, Sat Academy

Amount			\$2,500
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries After School tutoring, intervention, Sat Academy, K Readiness

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Formative and Summative assessments will be provided to determine student proficiency and need for intervention Administer Developmental Reading Assessment (DRA) for Grades TK - 5th 3 times a year

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

Unchanged Action

2018-19 Actions/Services

Formative and Summative assessments will be provided to determine student proficiency and need for intervention Administer Developmental Reading Assessment (DRA) for Grades TK - 5th 3 times a year

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

Unchanged Action

2019-20 Actions/Services

Formative and Summative assessments will be provided to determine student proficiency and need for intervention Administer Developmental Reading Assessment (DRA) for Grades TK - 5th 3 times a year

Administer Writing Benchmark with rubric for Grades TK - 5th 3 times a year
 Administer STAR Early Literacy for Grades TK - 2nd and STAR Literacy for Grades 3rd-5th 3 times a year
 Administer Math for Grades TK - 5th 3 times a year
 Administer English in a Flash STAR Program Assessments for ELLs
 Administer CAASPP English/Math, CAST, and Spanish Assessments for grades 3-5 in Spring 2018.

Administer Writing Benchmark with rubric for Grades TK - 5th 3 times a year
 Administer STAR Early Literacy for Grades TK - 2nd and STAR Literacy for Grades 3rd-5th 3 times a year
 Administer Math for Grades TK - 5th 3 times a year
 Administer English in a Flash STAR Program Assessments for ELLs
 Administer CAASPP English/Math, CAST, and Spanish Assessments for grades 3-5 in Spring 2019.

Administer Writing Benchmark with rubric for Grades TK - 5th 3 times a year
 Administer STAR Early Literacy for Grades TK - 2nd and STAR Literacy for Grades 3rd-5th 3 times a year
 Administer Math for Grades TK - 5th 3 times a year
 Administer English in a Flash STAR Program Assessments for ELLs
 Administer CAASPP English/Math, CAST, and Spanish Assessments for grades 3-5 in Spring 2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Pay to cover teachers for assessment	1000-1999: Certificated Personnel Salaries Substitute Pay to cover teachers for assessment	1000-1999: Certificated Personnel Salaries Substitute Pay to cover teachers for assessment
Amount	Paid for in action above	Paid for in action above	Paid for in action above
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Online Programs and supports	5800: Professional/Consulting Services And Operating Expenditures Online Programs and supports	5800: Professional/Consulting Services And Operating Expenditures Online Programs and supports

Amount	\$13,000	\$13,000	\$13,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies Leveled books for intervention

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

SPECIAL EDUCATION
 1. Costs for Special Education Program that includes the following personnel:
 .5 Education / Resource Specialist + .5 site admin duties
 Part time Speech and Language Pathologist
 Part Time Occupational Therapist
 .40 Psychologist
 Part time bilingual instructional assistant
 2. Ensure IEP Goals are met annually.

2018-19 Actions/Services

SPECIAL EDUCATION
 1. Costs for Special Education Program that includes the following personnel:
 .5 Education / Resource Specialist + .5 site admin duties
 Part time Speech and Language Pathologist
 Part Time Occupational Therapist
 .40 Psychologist
 Part time bilingual instructional assistant
 2. Ensure IEP Goals are met annually.

2019-20 Actions/Services

SPECIAL EDUCATION
 1. Costs for Special Education Program that includes the following personnel:
 .5 Education / Resource Specialist + .5 site admin duties
 Part time Speech and Language Pathologist
 Part Time Occupational Therapist
 .40 Psychologist
 Part time bilingual instructional assistant
 2. Ensure IEP Goals are met annually.

Provide Students with Disabilities all required accommodations and modifications as outlined in their IEP.

Provide Students with Disabilities all required accommodations and modifications as outlined in their IEP.

Provide Students with Disabilities all required accommodations and modifications as outlined in their IEP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$165,864	\$145,500	\$159,000
Source	Special Education	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SpEd consultants, Consortium Contract	5800: Professional/Consulting Services And Operating Expenditures SpEd consultants, Consortium Contract	5800: Professional/Consulting Services And Operating Expenditures SpEd consultants, site-owned SpEd Assessments
Amount	Paid in Goal 1	Paid in Goal 1	Paid in Goal 1
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Education Specialist	1000-1999: Certificated Personnel Salaries Education Specialist	1000-1999: Certificated Personnel Salaries Education Specialist
Amount	Paid in Goal 1	Paid in Goal 1	Paid in Goal 1
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries SpEd Instructional Aide	2000-2999: Classified Personnel Salaries SpEd Instructional Aide	2000-2999: Classified Personnel Salaries SpEd Instructional Aide
Amount			\$12,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Special Education Testing Kits (One-time cost due to leaving Consortium)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$\$ 287,710

Percentage to Increase or Improve Services

22.08%

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).

As a school with over 94% Unduplicated Pupils, every schoolwide action and goal has a direct impact on the academic, socio-emotional, and overall needs of students.

Our Response to Intervention Program addresses individual and group needs by creating systems of support that address specific student needs.

Being able to maintain our bilingual paraprofessionals allows McGill the opportunity to continue serving English Learners and struggling, often misdiagnosed "English-only" students with a second language spoken at home.

Our special education students are able to continue receiving services to meet their individual education plans and excel in their academic, behavior, and socio-emotional goals

In addition, McGill will be able to look into the hiring of a site counselor to support students' socio-emotional needs, and family engagement.

We also are looking into funding a parent-advocate training to provide families a framework on how the education system works and how they can navigate it, thereby making parents the most dedicated advocates for their children.

This year, we are looking into providing a week-long Kinder readiness program to prepare incoming Kindergarteners (whom have never been in Kindergarten or are lacking basic K-readiness skills) for school

The funds will also allow us to consider a richer Common Core curriculum through the Benchmark curriculum and the enrichment of the arts in our schoolwide program.

McGill is very appreciative and conscioius of the importance these funds have for or the betterment of our students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$307,409

22.70%

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).

As a school with over 96% UPP students, all activities, goals, and actions are intended to address the academic, social-emotional, and other needs of all students.

2.2 ELD Program

3.2 Parent Input in Decision-Making

4.2 Additional Supports for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$250,086

Percentage to Increase or Improve Services

18.52%

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).

The LCFF Supplemental and Concentration funds at McGill School of Success are used to fund actions and services the school has determined will best meet the needs of the unduplicated students (ELL, Low-income, Foster Youth, & Homeless) and to support them in meeting the LCAP Goals in the 9 State Priorities areas. The S&C funds will be spent on:

- Purchase/subscription for Literacy Programs: RazKids, Renaissance Learning, Leveled Libraries
- Ensure all teachers are CLAD Certified
- Professional Development training on RTI for entire staff - to provide a structured academic and social-emotional support program for all students.
- Step-up-to-Writing curriculum that will increase and improve writing skills of unduplicated pupils

The unduplicated students at McGill School of Success receive increased or improved actions/services as compared to all students through:

- ELL students will benefit from ELD integration among all disciplines, thereby increasing academic language development' since the are designed with the language acquisition needs of ELLs.
- ELLs will also receive an additional 15-20 minutes of instructional support by a paraprofessional.
- Principal/CEO that closely monitors student's academic progress of ELL, Low-income, Foster Youth, Homeless.

Provide bus passes and uniforms to unduplicated students to decrease chronic absenteeism rates and increase ADA.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,036,045.00	1,752,158.90	1,429,125.00	1,582,089.00	2,021,511.00	5,032,725.00
	49,467.00	40,827.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	150,000.00	152,383.10	150,000.00	150,000.00	150,000.00	450,000.00
LCFF	1,250,938.00	1,233,098.00	0.00	0.00	628,862.00	628,862.00
LCFF Base	228,674.00	42,309.00	964,330.00	1,119,161.00	753,852.00	2,837,343.00
LCFF Supplemental and Concentration	57,000.00	37,205.80	140,931.00	159,428.00	235,297.00	535,656.00
Other	213,073.00	174,617.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	165,864.00	145,500.00	159,000.00	470,364.00
Title I	66,218.00	61,646.00	0.00	0.00	81,500.00	81,500.00
Title II	20,675.00	10,073.00	0.00	0.00	5,000.00	5,000.00
Title III	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,036,045.00	1,752,158.90	1,429,125.00	1,582,089.00	2,021,511.00	5,032,725.00
	200,000.00	159,907.10	0.00	0.00	0.00	0.00
0000: Unrestricted	10,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	690,717.00	658,099.00	761,680.00	891,311.00	765,098.00	2,418,089.00
2000-2999: Classified Personnel Salaries	270,618.00	281,899.00	29,500.00	29,500.00	251,962.00	310,962.00
3000-3999: Employee Benefits	355,321.00	359,546.00	0.00	0.00	375,950.00	375,950.00
4000-4999: Books And Supplies	50,700.00	13,602.00	84,410.00	86,910.00	132,786.00	304,106.00
5000-5999: Services And Other Operating Expenditures	229,325.00	231,305.00	160,500.00	180,500.00	33,500.00	374,500.00
5800: Professional/Consulting Services And Operating Expenditures	219,897.00	37,705.80	393,035.00	393,868.00	462,215.00	1,249,118.00
5900: Communications	9,467.00	10,095.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,036,045.00	1,752,158.90	1,429,125.00	1,582,089.00	2,021,511.00	5,032,725.00
	After School Education and Safety (ASES)	150,000.00	152,383.10	0.00	0.00	0.00	0.00
	Other	50,000.00	7,524.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF Supplemental and Concentration	10,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	690,717.00	658,099.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	759,680.00	889,311.00	620,098.00	2,269,089.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	2,000.00	2,000.00	95,000.00	99,000.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	50,000.00	50,000.00
2000-2999: Classified Personnel Salaries	LCFF	204,900.00	215,453.00	0.00	0.00	240,662.00	240,662.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	5,000.00	21,500.00	21,500.00	3,300.00	46,300.00
2000-2999: Classified Personnel Salaries	Title I	65,718.00	61,446.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
3000-3999: Employee Benefits	LCFF	355,321.00	359,546.00	0.00	0.00	375,950.00	375,950.00
4000-4999: Books And Supplies		25,000.00	3,593.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	12,250.00	12,250.00
4000-4999: Books And Supplies	LCFF Base	10,200.00	9,809.00	26,650.00	31,850.00	70,254.00	128,754.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	15,000.00	0.00	57,760.00	55,060.00	50,282.00	163,102.00
4000-4999: Books And Supplies	Title I	500.00	200.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures		15,000.00	27,139.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	38,000.00	32,500.00	149,500.00	169,500.00	0.00	319,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	11,000.00	11,000.00	17,000.00	39,000.00
5000-5999: Services And Other Operating Expenditures	Other	163,073.00	167,093.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	0.00	11,500.00	11,500.00
5000-5999: Services And Other Operating Expenditures	Title II	13,252.00	4,573.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	180,474.00	0.00	28,500.00	28,500.00	63,500.00	120,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	32,000.00	32,205.80	48,671.00	69,868.00	69,715.00	188,254.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	165,864.00	145,500.00	159,000.00	470,364.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	20,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	7,423.00	5,500.00	0.00	0.00	0.00	0.00
5900: Communications		9,467.00	10,095.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,745,204.00	1,485,615.00	928,230.00	1,083,061.00	1,508,864.00	3,520,155.00
Goal 2	73,141.00	66,946.00	51,456.00	72,653.00	38,800.00	162,909.00
Goal 3	500.00	200.00	42,850.00	42,850.00	52,850.00	138,550.00
Goal 4	57,200.00	37,455.80	186,010.00	183,310.00	192,782.00	562,102.00
Goal 5	160,000.00	161,942.10	220,579.00	200,215.00	228,215.00	649,009.00

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

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

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