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 Museum School expects to receive in the coming year from all sources.

The total revenue projected for Museum School is $2,780,101, of which $1,947,987 is Local Control Funding Formula (LCFF), $591,357 is other state funds, $185,000 is local funds, and $55,757 is federal funds. Of the $1,947,987 in LCFF Funds, $79,987 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
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.

Museum School plans to spend $2,667,801 for the 2019-20 school year. Of that amount, $1,203,322 is tied to actions/services in the LCAP and $1,464,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Museum School is projecting it will receive $79,987 based on the enrollment of foster youth, English learner, and low-income students. Museum School 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, Museum School plans to spend $85,120 on actions to meet this requirement.
This chart compares what Museum School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Museum School 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, Museum School's LCAP budgeted $81,692 for planned actions to increase or improve services for high needs students. Museum School estimates that it will actually spend $85,000 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

The Museum School is located centrally located near Balboa Park in San Diego. The school serves approximately 240 students from throughout the city of San Diego in grades K-8. Our school’s students come from neighborhoods throughout San Diego and represent the diversity of our city. The Museum School is structured around the following components: a small school setting; a school culture based on mutual trust, respect and accountability; a pedagogy based on contextualized, applied learning in heterogeneous groupings; and academically rigorous instruction that meets state standards. The school's focus is on delivering a rigorous course of study in core subjects, supplemented with project-based learning and a focus on the arts. Students engage in frequent field trips to various museums, universities, businesses and other institutions as part of their learning experience. The Museum School has a high demand within the community and has a waiting list at all grade levels. 19% of Museum School students qualify for Special Education.

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

The 2019-2020 LCAP largely maintains many of the goals from the 2018-19 school year. However, in response to data analyzed from the California Accountability Dashboard, the LEA’s leadership team and teacher leaders met extensively to plan and implement interventions to increase student achievement in the areas of both mathematics and English language arts. The outcome of this extensive planning resulted in the expansion of/implementation of the following increased interventions/programs for the 2019-2020 school year:

1. Restructured master schedule to provide core academic instruction in the morning teaching block
2. Allotted time in the newly created master schedule for 60-minute intervention blocks, three times per week, in every grade level to better individualize and meet the needs of students in need of small group and targeted instruction.

2. Use of Acadience (formally DIBELs) benchmark assessments to more accurately, and universally, monitor student performance at each trimester in order to identify students in need of remediation and track student deficiencies and progress.

3. Hired Director of Special Education and Assessment to manage intervention blocks, Acadience assessments, CAASPP Interim assessments, provide teacher training and support, as well as track data program efficacy.

4. Purchased additional intervention curriculum (such as Orton-Gillingham inspired programs) to address the needs of struggling learners in English language arts.

5. Provided professional learning time for teachers to train on assessments, analyze data results, and collaborate on improvement strategies.

There are some key modifications to goals 1, 2 and 3, including the following:

Goal 1 Professional Development - Adds the assurance that all students in core academic subjects will be taught by Highly Qualified Teacher (HQT), and calls for specific professional development in the areas of Assessments (CASSPP, Acadience (formerly DIBELS)), Restorative Justice and the creation of a Director of Special Education and Assessment to oversee training for Special Education staff and all staff in the area of assessment and data analysis.

Goal 2 - Proficiency in Mathematics - Calls for increased professional development for all staff in Common Core Mathematics, additional, uninterrupted instructional minutes, and 60-minute intervention blocks to meet the needs of all student in small group and targeted instruction.

Goal 3 - Proficiency in English Language Arts - Calls for increased professional development for all staff in Common Core Language Arts, additional, uninterrupted instructional minutes, and 60-minute intervention blocks to meet the needs of all student in small group and targeted instruction.

All other goals have minor or no change.

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

The Museum School enjoyed a lot of success with regard to the goals outlined with the 2018-19 LCAP. The school met or maintained a majority of the goals with a few exceptions outlined in the following, 'Greatest Needs' section.

Beyond the core subject of Mathematics, English Language Arts, Science, PE and Art, the Museum School provides students from all of San Diego with a wide-ranging and robust course of study that includes project-based learning while infusing the arts whenever possible. The school prides itself on the interactions and partnerships with community institutions such as

Various museums in Balboa Park
Scripps Institute of Oceanology
San Diego Zoo
San Diego Museum of Art
Museum of Contemporary Art San Diego
Museum of Photographic Arts
Junior Achievement - Biztown
Future City DiscoverE
San Diego Center for the Blind
UCSD Seismic Outreach
Cabrillo National Monument
San Diego River Park Foundation
Center for World Music
Edudance
ATA Engineering
ArtFORM
FIRST Lego League
SANDAG,
Juniper-Front Community Garden,
San Diego Parks and Recreation
ECOasys,
Bread & Salt

Listening to Waves (San Diego Symphony) and local business entrepreneurs.

Collectively, students from the Museum School engage in over 100 study trips throughout the year to provide context to their learning and opportunities to learn outside of the classroom. Largely, these field trips stem from multi-aged, project-based department classes such as Money Matters, Science of the Senses, Zoology, Drama, Kitchen Science, Poetry, Robotics, Study Skills, Visual Arts and others. Students also receive enrichment classes such as Music, Dance, Sewing, Spanish, Yoga. Artwork from our students has been shown in the Museum of Contemporary Art, the San Diego Museum of Art and Museum of Photographic Arts and the San Diego County Fair.

The Museum School has developed a strong reputation for serving students with special needs and currently has a population of 19% of its students who qualify for Special Education services. A vast majority of these students arrived at the Museum School with IEPs, however, the Museum School uses a systematic child-find process to identify students with learning challenges. These students undergo a Student Success Team process that works with teachers and families to provide academic and social-emotional intervention supports, monitor progress and response to interventions before assessing for possible Special Education qualification.

Language Arts - The school scored at a 'High' status for all students, scoring 38.3 points above standard. The 2019-2020 LCAP addresses the need for improvement in English Language Arts scores for the coming school year through increased professional development, increased instructional time and intervention blocks for targeted, small group instruction.

Mathematics - Per the 2018-19 LCAP, the Museum School researched and adopted the Envision Math 2.0 math program for students in grades K-5. The school also provided all students in grades 3-5 with a supplemental, applied math class weekly. The school had an overall score of Medium, representing 4.8 points below standard after a decline of 5.5 points from the previous year's score in the High range. The 2019-2020 LCAP addresses the need for improvement in math scores for the coming school year through increased professional development, increased instructional time and intervention blocks for targeted, small group instruction.

The school participated in a Multi-Tiered Systems of Support grant and developed a leadership team which analyzed the school's systems and structures, resulting in the changes outlined in the section above.

The Museum School continues to engage its community on a wide range of levels. The school surveyed the parents of the school to elicit feedback and suggestions for improvement for the 2019-2020 LCAP. Based on the 2019 Parent Survey, the feedback includes:

- The Museum School provides high-quality education - 93% of respondents agreed or strongly agreed
- The Museum School provides a broad course of study - 93% of respondents agreed or strongly agreed
• The Museum School sees parents as important partners - 95% of respondents agreed or strongly agreed
• The Museum School provides many opportunities for parents to be involved - 98% of respondents agreed or strongly agreed
• 92% of respondents agreed or strongly agreed that they would recommend the Museum School to other families

Attendance - The Museum School saw an increase in overall attendance rates (96.9% at P2) and a decline in chronically absent rates. The school had a suspension rate of less than 1%.

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

During the 2018-19 school year, the Museum School engaged in an MTSS planning grant through the Orange County Office of Education and partnered with the San Diego County Office of Education to establish a site-based leadership team comprised of the school's Director, teachers, members of the Special Education team and the School Counselor. This team did a thorough assessment of the school's strengths and challenges to determine priority areas of need. Some key priorities are:

Core Mission - Maintain the school's core mission in providing a wide breadth of experiential project-based classes that infuse the arts and sciences whenever possible.

Improve Mathematics Scores - The school's overall Mathematics scores on CASSPP declined 5.5 points resulting in a score of 4.8 points below standard. While this score is 9.1 points above the local District score and 31.6 points above the state average, and the school had enjoyed a significant increase in the 2017-18 school year, the school seeks to reverse this single year decline by increasing professional development in mathematics as well as providing more, uninterrupted instructional minutes in common core mathematics, supplemented by new intervention blocks focused on skills building, small group instruction, and test-taking skills. The school adopted a new math program for K-5 for the 2018-19 school year and will provide deeper professional development for math teachers throughout the 2019-2020 school year.

Improve English Language Arts Scores - While the school's overall scores in English Language Arts are at 38.3 points above standard (44.3 points above the State and 26.2 points above the local District) there was a 2.9 point decline from the 2017 test results. The school seeks to reverse this single year decline by increasing professional development in English Language Arts as well as providing more, uninterrupted instructional minutes in common core Language Arts classes, supplemented by new intervention blocks focused on skills building, small group instruction, and test-taking skills.

Restructure Master Schedule - For the 2019-2020 school year, the Museum School's master schedule has been revised to improve attention and preferential timing to Language Arts and Mathematics as well as the addition on Intervention Blocks to provide extra support to all students in the areas of Mathematics and Language Arts.
Systemic Intervention Blocks - To support the varying needs of all students, a system of intervention blocks will be added to the school's master schedule to address the strengths and challenges of all students in grades K-8 in both Mathematics and ELA.

Build Capacity - To help build capacity in the functioning of the school's operations and management, the school will be creating a Director of Special Education and Assessment position tasked with oversight of support staff and the facilitation of all assessments.

Facilities Maintenance - The school maintained a Comprehensive School Safety Plan, passed all safety inspections and conducted regular emergency drills. However, based on staff and parent feedback, there is a continued need for facilities maintenance and building improvement. Additional funds are being allocated for building support services and facilities renovations, including updating of the school's air conditioning, and a planned upgrade to energy efficient windows.

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
There are no state indicators for which performance for any student group is two or more performance levels below the "all student" performance.

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.

None

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

Not Applicable

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

Not Applicable.
**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

1. **Professional Development**
   
   Provide professional development for all staff that supports student achievement, and student well-being at all levels

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Hours, Workshop Attendance</td>
<td></td>
<td>School-wide professional development was implemented in the areas of School Safety, Classroom Management, Special Education and the RTI process. The school also developed a School Leadership Team through a Multi-Tiered Systems of Support grant to analyze and develop systemic priorities for the school through intensive workshops and continued action meetings. Additionally, staff engaged in individualized and small group professional development and observations based on professional development plans.</td>
</tr>
</tbody>
</table>

**18-19**

Each teacher will attend up to 10 days of professional development, with areas of emphasis in Common Core: Math and Language Arts, Socio-Emotional Curriculum and/or National Science Standards

**Baseline**

Currently, Museum School teachers are attending, on average 3 days of outside professional development, plus approximately 4 days of in school professional development.
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain a Dean of Faculty position to facilitate school wide professional development, communication and planning. Retain Professional Development Coordinator at each tier level; provide substitute support for up to 10 days per teacher for Professional Development</td>
<td>The school also developed a School Leadership Team through a Multi-Tiered Systems of Support grant to analyze and develop systemic priorities for the school through intensive workshops and continued action meetings.</td>
<td>Stipend increase for Dean of Faculty + 10 Substitute days for 9 teachers per year 1000-1999: Certificated Personnel Salaries Base $15000</td>
<td>Stipends &amp; Hourly Pay - Certificated 1000-1999: Certificated Personnel Salaries LCFF Base 15,312</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide relevant training for all staff in the areas of support for students with Special Education needs, ELL students and Foster Youth</td>
<td>School wide professional development was implemented in the areas of School Safety, Classroom Management, Special Education and the RTI process.</td>
<td>Classified hourly pay for trainings, conferences ($15 x 15 staff x 20 hours 2000-2999: Classified Personnel Salaries Base $5000</td>
<td>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Base 2250</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training for all staff in a Comprehensive School Safety Plan &amp; Socio Emotional Curriculum</td>
<td>School wide professional development was implemented in the areas School Safety, Emergency Drills and Sexual Harassment Prevention &amp; Awareness Training</td>
<td>Hourly Pay Certificated 1000-1999: Certificated Personnel Salaries Base $2000</td>
<td>Hourly Pay Certificated 1000-1999: Certificated Personnel Salaries LCFF Base 1500</td>
</tr>
</tbody>
</table>
**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.

| School wide professional development was implemented in the areas of School Safety, Classroom Management, Special Education and the RTI process. The school also developed a School Leadership Team through a Multi-Tiered Systems of Support grant to analyze and develop systemic priorities for the school through intensive workshops and continued action meetings. Additionally, staff engaged in individualized and small group professional development and observations based on professional development plans. |

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

| The development of a School Leadership Team lead to a deep analysis of the school's practices and effectiveness, resulting in team based decisions to restructure various components of the school's schedule for the 2019-2020 school year. The school maintained a Dean of Faculty and was instrumental in working with the School Leadership Team. While the goal indicated that all teachers would participate in up to 10 days of professional development, this was the case for the members of the leadership team, while other teachers averaged from 5-6 days of training. |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| There were no material differences between budgeted expenses and estimated actual expenses. |

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

| The School Leadership Team will work with administration and teachers to develop specific professional development plans for individuals and Professional Learning Communities for the coming school year. These include PLC time for Intervention Block planning, Restorative Justice/Talking Circles, Mathematics, English Language Arts and School Safety. Additionally, a new action item will be added to ensure all core classes are taught by a highly qualified certificated teacher. |
**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

2. Proficiency in Mathematics
Increase students scoring at proficient and above on CAASP benchmark mathematics scores established in 2014-15

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
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</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
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</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
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<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
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</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
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</tr>
</tbody>
</table>

### Annual Measurable Outcomes

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<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Evaluation Rubric, Professional development hours, Math Department Curriculum, Math Club Curriculum and materials</td>
<td>The Museum School scored a status of Medium (Yellow) on the California Dashboard at 4.8 points below standard. The school's overall scores declined 5.5 points in mathematics on the CASSPP testing for 2017-18 school year, after posting an 11.6 increase for students tested in mathematics for the prior year.</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Maintain professional development hours dedicated to Common Core Math; maintain instructional aide support in all math periods; increase proficiency of students CAASP scores in math. Adopt new math program for students in grades K-5. Maintain Math Department and Math Clubs.</td>
<td></td>
</tr>
</tbody>
</table>
The Museum School ranked with a status of Medium (10.9 points below level 3) for all students in grades 3-8. There was a significant, 14.1 point decline in the number of students scoring at or above standard in mathematics. The school currently uses the Envision Math Program at grades 3-5, and Progress in Mathematics in grades K-2. There are currently no Math Clubs or a Math Department.

### 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.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide allocated time for professional development in areas of mathematics with particular focus on common core strategies. Set and monitor progress goals for all students and student groups</td>
<td>Professional Development was provided in the implementation of the newly adopted Envision Math 2.0 program. Professional development was also provided in the use of small group practices and common core mathematics. Progress was monitored via SBAC benchmark tests and Envision unit tests.</td>
<td>Certificated Hourly Stipend 1000-1999: Certificated Personnel Salaries Title II $4000</td>
<td>Professional Development Stipend and Release Time 1000-1999: Certificated Personnel Salaries Title II 3000</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Provide Instructional Aide support for all math groups to allow for small group instruction and literacy support in younger grades</td>
<td>Instructional aide support was provided for all math classes in grades K-8, and allowed for small group support.</td>
<td>($16.5x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries Supplemental 40095</td>
<td>Instructional Aide Support Costs 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40000</td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
</tbody>
</table>
Adopt high quality math program for students in grades K-5

The Museum School adopted the Envision Math 2.0 program for all students in grades 1-5 for the 2018-19 school year.

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a supplemental, 5 week, Math Department class for all students in grades 3-5.</td>
<td>The school maintained a supplemental, 5 week, Math Department class for all students in grades 3-5, and additionally held a Money Matters Department focused financial literacy.</td>
<td>1000-1999: Certificated Personnel Salaries Base 7200</td>
<td>Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 7000</td>
</tr>
</tbody>
</table>

Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain after school Math Club</td>
<td>The school provided a before school homework help club that had a large focus on mathematics support.</td>
<td>Certificated Hourly 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 2000</td>
<td>Certificated &amp; Classified Hourly 1000-1999: Certificated Personnel Salaries LCFF Base 1500</td>
</tr>
</tbody>
</table>

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 implemented the planned action items of providing professional development in the areas of common core mathematics, provided an instructional assistant in all core mathematics classes, provided a supplemental mathematics course in grades 3-5 as well as 6-8. The school also maintained a before school tutoring program for students in grades 3-8.

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

While these actions proved very effective in the delivery of lessons, small group practices and math supports, there is still a need for deeper understanding of common core mathematics training for our teaching staff. Additionally, the school sees a need to further provide systemic interventions for our students in mathematics and will be introducing Intervention Blocks for the 2019-2020 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Beyond the articulated goals, the school will be increasing the degree of professional development in the area of common core mathematics. Additionally, the school sees a need to further provide systemic interventions for our students in mathematics and will be introducing Intervention Blocks for the 2019-2020 school year designed to provide small group support at the varying levels of need in our students. Students will be grouped according to need and will meet with classroom teachers and support staff to focus on specific skills and concepts. Further, parent common core workshops will be conducted throughout the year to help provide supports at home. These changes will be reflected in Goal 2 of the 2019-2020 LCAP.
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

3. Proficiency in English Language Arts
Increase percentage of students scoring at proficient and above on CAASP benchmark in English Language Arts scores established in 2015-16

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Evaluation Rubric, Professional Development Hours, Language Arts Curriculum Adoption</td>
<td>The Museum School had an overall score of High (Green) in English Language Arts scoring at 38.3 points above standard for the 201718 school year. This reflects, however, a 2.9 point decline from the previous year, in which the school had seen a significant increase. The school is in the second year of a K-5 ELA curriculum adoption of the Wonders Program. The school maintained an instructional aide in each Language Arts class throughout the school year.</td>
<td></td>
</tr>
</tbody>
</table>

18-19
Maintain professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts.
The Museum School scored a status of 'High' (20.5 points above level 3) for all students tested in grades 3-8. Teachers and support staff engage, on average two to three days a year, in professional development dedicated to Common Core Language Arts. The school currently does not have a school wide adoption of language arts program.

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase allocated time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups.</td>
<td>Staff worked in PLCs to develop assessment plans and were trained in DIBELS assessment tools. Student progress was monitored through SBAC benchmark tests, School-wide DIBELS assessments, Wonders assessments and teacher running records.</td>
<td>Stipends for professional growth trainings 1000-1999: Certificated Personnel Salaries Base $2000</td>
<td>Professional Development Hourly 1000-1999: Certificated Personnel Salaries LCFF Base 2000</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Instructional Aide support for all Language Arts groups to allow for small group instruction and literacy support in all grades.</td>
<td>The school maintained an instructional aide in each Language Arts class throughout the school year.</td>
<td>($16.5 x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries Supplemental $40095</td>
<td>Instructional Aide Cost 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40000</td>
</tr>
</tbody>
</table>

#### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide professional development specific to Wonders curriculum</strong></td>
<td><strong>The school developed Professional Learning Communities by tier to support instruction in the Wonders curriculum.</strong></td>
<td><strong>Stipend - Certificated Hourly 1000-1999: Certificated Personnel Salaries Base 1000</strong></td>
<td><strong>Tier meetings 1000-1999: Certificated Personnel Salaries LCFF Base 1000</strong></td>
</tr>
</tbody>
</table>

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## 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 Museum School had an overall score of High (Green) in English Language Arts scoring at 38.3 points above standard for the 2017-18 school year. This reflects, however, a 2.9 point decline from the previous year, in which the school had seen a significant increase. The school is in the second year of a K-5 ELA curriculum adoption of the Wonders Program, and provided planning time. The school maintained an instructional aide in each Language Arts class throughout the school year. Teachers were trained in DIBELS assessments and assessments were conducted school-wide to monitor students progress along with SBAC benchmark assessments.

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

While the school has shown overall growth in ELA since the 2015-16 school years (from 20.5 points above standard to 38.3 points above standard) there was a slight decline from the previous school year. Recognizing this decline, the school’s Leadership Team has called for increased instructional time and the addition of Language Arts Intervention Blocks. The school-wide use of DIBELS assessments will help inform newly planned intervention blocks to support students in reading and writing skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In lieu of outside workshops, internal professional development occurred in the form of PLCs consequently mitigating the need to pay for workshop and conference costs for Language Arts this reducing costs by $2,000.

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.

Beyond the articulated goals, the school will be increasing the degree of professional development in the area of common core language arts. Additionally, the school sees a need to further provide systemic interventions for our students in reading and writing and will be introducing Intervention Blocks for the 2019-2020 school year designed to provide small group support at the varying levels of need in our students. Based on DIBELS assessment results, students will be grouped according to need and will meet with classroom teachers and support staff to focus on specific skills and concepts. Further, parent reading and writing workshops will be conducted throughout the year to help provide supports at home. These changes will be reflected in Goal 3 of the 2019-2020 LCAP.
### 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

<table>
<thead>
<tr>
<th>5. ELL Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of English Language Learners reclassified as proficient in the English language</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT and ELPAC results, reclassification rates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**18-19**

1) Provide language rich, project based curriculum to support the ELL students in demonstrating proficiency in English. 2) Provide training for teachers and support staff in methods and strategies for supporting ELL students. 3) Support ELL students in demonstrating proficiency in ELL.

Metric: ELPAC testing results

**Baseline**

The school maintains a CELDT & ELPAC Coordinator and provides training in literacy and language acquisition for staff working with ELL students.

The Museum School has a small population of ELL students. 3 students out of 14 (or 21.4%) of the ELL students were reclassified during the 2018-19 school year. The school provided professional development on Universal Design for Learning and purchased intervention curriculum to support ELL students. The school maintained vocabulary and language rich coursework that implemented targeted strategies and interventions for English Language Learners. The school maintained an ELPAC Coordinator who was trained in providing assessments and analyzing student data. The ELPAC Coordinator oversaw all testing for the school.
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development for instructional staff focused on successful strategies for ELL students.</td>
<td>The school provided professional development on Universal Design for Learning and purchased intervention curriculum to support ELL students.</td>
<td>Workshops and training costs 5000-5999: Services And Other Operating Expenditures Supplemental $1000</td>
<td>Stipends for Trainings 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 300</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue implementation of targeted strategies and interventions in language arts, math and science to support ELL students. Continue implementation of language rich, project-based learning opportunities</td>
<td>The school maintained language rich coursework that implemented targeted strategies and interventions for English Language Learners.</td>
<td>No additional costs</td>
<td>No Additional Costs</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain ELPAC Testing Coordinator</td>
<td>The school maintained an ELPAC Coordinator who was trained in providing assessments and analyzing student data. The</td>
<td>Stipend for ELPAC Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $500</td>
<td>Stipend For ELPAC Coordinator 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>
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 provided professional development on Universal Design for Learning and purchased intervention curriculum to support ELL students. The school maintained vocabulary and language rich coursework that implemented targeted strategies and interventions for English Language Learners. The school maintained an ELPAC Coordinator who was trained in providing assessments and analyzing student data. The ELPAC Coordinator oversaw all testing for the school.

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

The Museum School has a small population of ELL students. 3 students out of 14 (or 21.4%) of the ELL students were reclassified during the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenses for this goal.

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

The Museum School will continue with this goal of maintaining and ELPAC Coordinator to identify and support ELL students.
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

6. Foster Youth and Homeless Students
All foster and homeless youth will have a comprehensive academic assessment completed by home room teacher and support staff

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students identified, attendance rates, academic achievement as rated by standardized tests and school grades.</td>
<td></td>
<td>There were no homeless nor foster youth students in attendance for the 2019-2020 school year.</td>
</tr>
</tbody>
</table>

18-19

1) Identify and ensure all foster and homeless youth will have a comprehensive academic assessment completed by home room teacher and support staff  
2) Provide academic support services to all identified foster and homeless youth
Baseline
There were 0 foster youth identified for the 2016-17 school year. There was a small population of homeless students identified. There was an increase in attendance and academic achievement for all homeless youth between the 2015-16 & 2016-17 school year.

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a comprehensive assessment and monitoring program for all identified foster and/or homeless youth.</td>
<td>There were no homeless nor foster youth students in attendance for the 2019-2020 school year.</td>
<td>None $0</td>
<td>None 0</td>
</tr>
</tbody>
</table>

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide access to academic support, transportation and food services to all identified foster and/or homeless youth.</td>
<td>There were no homeless nor foster youth students in attendance for the 2019-2020 school year.</td>
<td>per student $1000</td>
<td>None 0</td>
</tr>
</tbody>
</table>

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.

There were no homeless nor foster youth students in attendance for the 2019-2020 school year. Therefore, no actions were taken beyond the maintenance of a homeless liaison.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There were no homeless nor foster youth students in attendance for the 2019-2020 school year. Therefore, no actions were taken beyond the maintenance of a homeless liaison.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no homeless nor foster youth students in attendance for the 2019-2020 school year. Therefore, no actions were taken and no costs incurred.

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.

Our school's counselor shall maintain the position of Homeless & Foster Youth Liaison to help support any students who may enroll in the future.
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 6

Goal 7: Access to a Broad Course of Study
Students will have access to a broad course of study

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Priority 7: Course Access (Conditions of Learning)</td>
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<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
<th>18-19</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classes provided per student weekly. High quality curriculum materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 Students will be provided a course of study that extends beyond the core classes of Math, Language Arts, Science, PE and Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond the core classes of Math, Language Arts, Science, PE and Art, students engage in classes such as Sewing, World Music, Dance, Drama, Projects, Yoga, and a variety of electives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students have access to high-quality instructional materials and resources. Students in K-5 use the Wonders program for English Language Arts. For the 2018-2019 school year, the Museum School purchased the Envision Math 2.0 for mathematics for students in K-5, while our middle school students use the Utah University Math Project materials. All students at the Museum School were provided with a wide breadth of classes beyond the core subjects of Math, Language Arts, Science, PE, and Art. Students also had classes in Drama, Spanish, Sewing, World Music, Dance, Kitchen Science and a variety of elective choices such as Robotics, Poetry, Service Learning, Advisory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and provide high quality, standards aligned instructional materials and resources. Provide cohesive, courses of study that align with the Common Core Standards, the Next-Generation Science Standards and the goals and methodologies set forth in the Museum School charter</td>
<td>All students have access to high quality instructional materials and resources. Students in K-5 use the Wonders program for English Language Arts. For the 2018-2019 school year, the Museum School purchased the Envision Math 2.0 for mathematics for students in K-5, while our middle school students use the Utah University Math Project materials.</td>
<td>Instructional Materials, Books and Classroom Materials 4000-4999: Books And Supplies Base $30,000</td>
<td>Envision Math 2.0 Adoption 4000-4999: Books And Supplies LCFF Base 18000</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain emphasis on project based learning in core and non-core classes</td>
<td>Students at the Museum School had a variety of project-based classes such as: Kitchen Science, Drama, Zoology, Science of the Senses, Money Matters, Robotics, Study Skills,</td>
<td>No additional costs $0</td>
<td>No additional costs 0</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide enriching curriculum outside of core areas</td>
<td>All students at the Museum School were provided with a wide breadth of classes beyond the core subjects of Math, Language Arts, Science, PE and Art. Students also had classes in Drama, Spanish, Sewing, World Music, Dance,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

All students have access to high quality instructional materials and resources. Students in K-5 use the Wonders program for English Language Arts. For the 2018-2019 school year, the Museum School purchased the Envision Math 2.0 for mathematics for students in K-5, while our middle school students use the Utah University Math Project materials. All students at the Museum School were provided with a wide breadth of classes beyond the core subjects of Math, Language Arts, Science, PE and Art. Students also had classes in Drama, Spanish, Sewing, World Music, Dance, Kitchen Science and a variety of elective choices such as Robotics, Poetry, Service Learning, Advisory.

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

All students were provided with high quality materials and a wide breadth of subjects throughout the 2018-19 school year as aligned with the articulated goals and the mission of the school. Based on an assessment of the structure and systems of the school by a newly formed School Leadership Team, it was noted that there were frequent situations in which core subject classes (math and Language Arts) were being interrupted by the schedules of enrichment classes such as sewing, Spanish and Music. The team engaged in a lengthy process of restructuring the master schedule to provide more uninterrupted core class time. This will be implemented for the 2019-2020 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
The cost of the adoption of Envision Math was $12,000 less than had been budgeted for.

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 an assessment of the structure and systems of the school by a newly formed School Leadership Team, a restructuring of the school's master schedule will occur for the 2019-2020 school year in order to streamline the schedule and avoid interruptions into core class time. The school will retain a wide breadth of classes for all students but in a manner that does not interfere with core class time. Additionally, the school will be implementing new Intervention Blocks for mathematics and Language Arts as will be reflected in Goals 2 & 3 for the 2019-2020 school year.
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 7

9. Parent and Community Engagement
Parents and community members engage in volunteer work, trainings and events that support student learning

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
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<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
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<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
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<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
<th>18-19 Maintain parent involvement in Friends of the Museum School with bi-weekly notifications of events; Provide 3 Family Nights dedicated to academic &amp; socio-emotional support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of parent involved community events, communications, 18-19</td>
<td>According to a 2019 Parent Survey, 98.3% of respondents agreed or strongly agreed that the Museum School provides many opportunities for parents to be involved in school activities. Parents are able to volunteer in classrooms and chaperone on school study trips. Parents are also regularly invited to attend presentations of learning every 4-6 weeks. Teachers and the school's Director send out regular email communications and maintain web presence through PowerSchool Learning and the school's website. The Museum School hosted a variety of community building events throughout the 2018-2019 school year. The school's Director and Office Manager attended every Friends of the Museum School meeting and helped to facilitate community events and fundraisers. The Friends of the Museum School has a Director of Communications who interfaces with teachers and parents to send out regular informational emails. The school's Counselor and Dean of Faculty provided three parent nights addressing a variety of needs. The school also</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Maintain Parent Family Night Coordinator</td>
<td>The School Counselor and Dean of Faculty planned and implemented family night events throughout the 2018-2019 school year.</td>
<td>Coordinator stipend 1000-1999: Certificated Personnel Salaries Base $500</td>
<td>Coordinator Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 500</td>
</tr>
<tr>
<td>Action 2</td>
<td>Provide training opportunities for parents and volunteers in the areas of curriculum support, school safety, and school culture</td>
<td>The school's Counselor and Dean of Faculty provided three parent nights addressing a variety of needs. These included College Preparation, Social Media, Raising Kids in the #metoo era.</td>
<td>Materials 4000-4999: Books And Supplies Base $500</td>
<td>No Costs 0</td>
</tr>
<tr>
<td>Action 3</td>
<td>Provide community engagement events to enhance community relations</td>
<td>The school hosted a variety of community events such as a Harvest Festival, Movie Night, Music &amp; Art Showcases and a Dr. Seuss Read-Across-America Celebration.</td>
<td>Materials 4000-4999: Books And Supplies Base $500</td>
<td>Materials &amp; Licenses 4000-4999: Books And Supplies LCFF Base 500</td>
</tr>
</tbody>
</table>
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.

Parents were able to volunteer in classrooms and chaperone on school study trips. Parents were also regularly invited to attend presentations of learning every 4-6 weeks. Teachers and the school's Director send out regular email communications and maintain web presence through PowerSchool Learning and the school's website. The Museum School hosted a variety of community building events throughout the 2018-2019 school year. The school's Director and Office Manager attended every Friends of the Museum School meeting and helped to facilitate community events and fundraisers. The Friends of the Museum School engaged a Director of Communications who interfaced with teachers and parents to send out regular informational emails. The school's Counselor and Dean of Faculty provided three parent nights addressing a variety of needs. The school also hosted community events such as a Harvest Festival, Movie Night, Music & Art Showcases, and a Dr. Seuss Read-Across-America Celebration.

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

According to a 2019 Parent Survey, 98.3% of respondents agreed or strongly agreed that the Museum School provides many opportunities for parents to be involved in school activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budget and actual expenditures.

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

This is an area of strength for the Museum School. The school will continue to fully engage its parents and community members as partners in learning and building capacity.
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 8

10. Digital Literacy
Students will have access to technology and the skills to utilize digital tools to enhance their learning

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital device ratio, network and IT support</td>
<td>All Museum School students have access to digital devices on a high-speed internet network. The school maintained a 1 to 1 ratio for students in grades 3-8 and a 1 to 2 student ratio in grades K-2. The school maintained an IT contract to support the network, teachers, students, and devices throughout the year which typically addresses any issues within 24-48 hours.</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>All Museum School students shall have access to and utilize digital devices for ongoing study in core classes and enrichment classes</td>
<td></td>
</tr>
</tbody>
</table>
## Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a 1:1 ratio of digital devices in grades 3-8. Maintain a 1:2 ratio of digital devices in grades K-2.</td>
<td>The school maintained a 1 to 1 ratio for students in grades 3-8 and a 1 to 2 student ratio in grades K-2.</td>
<td>Cost of new devices &amp; parts to maintain ratio of devices 4000-4999: Books And Supplies Base $5000</td>
<td>New Chromebooks for Middle School Math - Prop z Not Applicable Other 11000</td>
</tr>
</tbody>
</table>

## Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide IT service support for all devices, networks, students and staff</td>
<td>The school maintained an IT contract to support the network, teachers, students, and devices throughout the year which typically addresses any issues within 24-48 hours.</td>
<td>Contract services for IT support 5000-5999: Services And Other Operating Expenditures Base $15,000</td>
<td>Contract Services for IT Support 5000-5999: Services And Other Operating Expenditures LCFF Base $12,500</td>
</tr>
</tbody>
</table>

## Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development for all staff in digital literacy</td>
<td>Digital literacy support was provided on an as needed basis through the school's IT support contract.</td>
<td>Part of IT contract</td>
<td>Part of IT Contract</td>
</tr>
</tbody>
</table>

## 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.

All Museum School students have access to digital devices on a high-speed internet network. The school maintained a 1 to 1 ratio for students in grades 3-8 and a 1 to 2 student ratio in grades K-2. The school maintained an IT contract to support the network, teachers, students, and devices throughout the year which typically addresses any issues within 24-48 hours.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was achieved completely.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school acquired 30 new Chromebooks through Prop Z Bond funding through the San Diego Unified School District. As the transaction and purchase were conducted by the District on the school's behalf these costs were not reflected in the school's expenditures. The IT contract with King Chavez was reduced to $12,500 from previous year's cost of $15,000.

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

The school will continue to maintain this goal. New bond funding through Measure YY will allocate up to $120,000 to the Museum School to help support this goal for numerous years to come.
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 9

11. School Facilities
Maintain and improve existing facilities

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive School Safety Plan, semi-annual inspection, San Diego Fire Department inspection, San Diego County Health Inspection</td>
<td>The school developed, maintained and trained all staff on a Comprehensive School Safety Plan. The school also conducted regular, monthly evacuation drills, a semi-annual safety inspection, and passed inspections by both the San Diego Fire Department and the San Diego County Health Department. The school also conducted facility upgrades in partnership with the school's landlord to create a new classroom learning space. The school also developed a Facilities Team to help with safety, upkeep, and renovations. This team successfully created a private Counselor's Office from a previous storage room.</td>
<td></td>
</tr>
<tr>
<td>18-19 School shall maintain a Comprehensive School Safety Plan, and engage in a semi-annual safety inspection to identify needs and correct them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>The school maintains and updated a Comprehensive School Safety Plan for 2016-17, passed Fire Dept. and Health Dept. inspections, and conducted a semi-annual facilities inspection.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain an annual Comprehensive School Safety Plan</td>
<td>The school developed, maintained and trained all staff on a Comprehensive School Safety Plan. The school also conducted regular, monthly evacuation drills, a semi-annual safety inspection, and passed inspections by both the San Diego Fire Department and the San Diego County Health Department.</td>
<td>Safe School Plan Coordinator 1000-1999: Certificated Personnel Salaries Base $1000</td>
<td>None - Plan Overseen by School Director 1000-1999: Certificated Personnel Salaries LCFF Base 0</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain school grounds to ensure they are clean and attractive</td>
<td>The school maintained a janitorial staff to provide daily cleaning and maintenance throughout the year. The school also implemented student Clean Teams to help with daily maintenance and clean up. 78.3% of parents responded that they agree or strongly agree that the school's grounds are clean and safe. This was an increase of 10 percentage points.</td>
<td>Budget for cleaning staff 2000-2999: Classified Personnel Salaries Base $15,000</td>
<td>Budget for Cleaning Staff 2000-2999: Classified Personnel Salaries LCFF Base 15000</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school conducted facility upgrades in partnership with the school's landlord to create a new classroom learning space. The school also developed a Facilities Team to help with safety, upkeep, and renovations. This team successfully created a private Counselor's Office from a previous</td>
<td>Construction Costs 6000-6999: Capital Outlay Locally Defined 15000</td>
<td>Construction Costs 6000-6999: Capital Outlay Locally Defined 34000</td>
</tr>
</tbody>
</table>

78.3% of parents responded that they agree or strongly agree that the school's grounds are clean and safe. This was an increase of 10 percentage points.
storage room. The school also upgraded a roof top air conditioning unit through Prop 39 Energy Saving Grant Funding.

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 developed, maintained and trained all staff on a Comprehensive School Safety Plan. The school also conducted regular, monthly evacuation drills, a semi-annual safety inspection, and passed inspections by both the San Diego Fire Department and the San Diego County Health Department. The school also conducted facility upgrades in partnership with the school's landlord to create a new classroom learning space. The school also developed a Facilities Team to help with safety, upkeep, and renovations. This team successfully created a private Counselor's Office from a previous storage room.

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

All elements of the goal were achieved successfully.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The construction costs for the renovation of a classroom space totaled close to $13,000. The upgrade to an air-conditioning unit cost approximately $21,000 resulting in a difference of $24,000 between the budgeted costs and actual expenses. The air-conditioner was paid for through Prop 39 Energy Saving Grant funds that are specifically restricted to such facilities upgrades.

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

The school will continue to maintain this important goal and shall add extra facilities upgrades by utilizing the remainder of the Prop 39 Energy Saving Grant funds to upgrade the remaining air-conditioning units and replace windows with energy efficient windows wherever allowable by city code.
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 10

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

| Expected | Actual |

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 11

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 12

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 13

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 14

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 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 15

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Museum School stakeholders were provided the following means of engagement:
Public Board Meetings
Parent Survey
Student Survey
Staff Meetings & Workshops
Staff Survey/Professional Development Tool and Interviews
Leadership Team Meetings
MTSS Team Trainings

Progress was reviewed through a variety of teacher & Board workshops and parent feedback forms.
Key areas to focus on for improvement are: Improvement of math test scores, Restructuring of master schedule to allow for more uninterrupted, instructional minutes in core classes with the addition of Intervention Blocks to address specific skills in Math and Language Arts Increase in Professional Development Opportunities, Socio-Emotional Curriculum, Maintaining Aide Support in classrooms, Maintenance of Facilities.

Impact on LCAP and Annual Update

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

The current LCAP goals were reviewed by staff and Board members at open public meetings. Feedback generated from parent surveys, teacher suggestions, a School Leadership Team and administrative recommendations were all considered in refining goals, making additions and choosing to eliminate goals that had been measured as achieved.

Based on feedback from previous goals and current needs the key focus points for the 2019-2020 LCAP are Improvement of math test scores, Restructuring of master schedule to allow for more uninterrupted, instructional minutes in core classes with the addition
of Intervention Blocks to address specific skills in Math and Language Arts Increase in Professional Development Opportunities, Socio-Emotional Curriculum, Maintaining Aide Support in classrooms, Maintenance of Facilities.
**Goals, Actions, & Services**

**Strategic Planning Details and Accountability**
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

---

**Goal 1**

1. High Quality Teacher Professional Development
All students in core academic subjects will be taught by Highly Qualified Teacher (HQT), who shall receive between 5 and 10 days of professional development for all staff that supports student achievement, and student well-being at all levels

---

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

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**Identified Need:**
Identified Need : Continued professional development for all staff to support student achievement, and student well-being at all levels

---

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Hours, Workshop Attendance</td>
<td>Currently, Museum School teachers are attending, on average 3 days of outside professional</td>
<td>Each teacher will attend up to 10 days of professional development, with areas of emphasis in Common</td>
<td>Each teacher will attend up to 10 days of professional development, with areas of emphasis in Common</td>
<td>All students in core academic subjects will be taught by Highly Qualified Teacher (HQT).</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td></td>
<td>development, plus approximately 4 days of in school professional development.</td>
<td>Core: Math and Language Arts, Socio-Emotional Curriculum and/or National Science Standards</td>
<td>Core: Math and Language Arts, Socio-Emotional Curriculum and/or National Science Standards</td>
<td>The school will utilize the new School Leadership Team to develop professional development planning for general staff, and establish a Director of Special Education to plan and implement training and oversight of paraprofessionals. Each teacher will attend between 5 and 10 days of professional development, with areas of emphasis in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Common Core: Math and Language Arts,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Socio-Emotional Curriculum (Restorative Justice/Talking Circles/Playground Supervision)</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>• National Science Standards.</td>
</tr>
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<td></td>
<td>• CASSPP &amp; Dibels assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All paraprofessionals will receive up to four days</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

of training in the same areas.

### 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  
  [Add Students to be Served selection here]

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

- All Schools  
  [Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners  
  [Add Students to be Served selection here]

- Low Income  
  [Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide  
  [Add Scope of Services selection here]

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

- All Schools  
  [Add Location(s) selection here]

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Modified Action

**2017-18 Actions/Services**

Create a Dean of Faculty position to facilitate school wide professional development, communication and

**2018-19 Actions/Services**

Retain a Dean of Faculty position to facilitate school wide professional development, communication and

**2019-20 Actions/Services**

Retain Dean of Faculty and utilize School Leadership Team members to determine, plan and implement professional
planning. Retain Professional Development Coordinator at each tier level; provide substitute support for up to 10 days per teacher for Professional Development.

development strategies across grade levels; provide substitute support for up to 10 days per teacher for Professional Development.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$12000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries 10 Substitute days for 9 teachers per year</td>
</tr>
<tr>
<td>2018-19</td>
<td>$15000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Stipend increase for Dean of Faculty + 10 Substitute days for 9 teachers per year</td>
</tr>
<tr>
<td>2019-20</td>
<td>$15000</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries Stipend for School Leadership Team + 10 substitute days for 9 teacher per year</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

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
Provide relevant training for all staff in the areas of support for students with Special Education needs, ELL students and Foster Youth

### 2018-19 Actions/Services
Provide relevant training for all staff in the areas of support for students with Special Education needs, ELL students and Foster Youth

### 2019-20 Actions/Services
Provide relevant training for all staff in the areas of support for students with Special Education needs, ELL students and Foster Youth

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5000</td>
<td>$5000</td>
<td>$5000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
<tr>
<td></td>
<td>Classified hourly pay for trainings, conferences ($15 x 15 staff x 20 hours)</td>
<td>Classified hourly pay for trainings, conferences ($15 x 15 staff x 20 hours)</td>
<td>Classified hourly pay for trainings, conferences ($15 x 15 staff x 20 hours)</td>
</tr>
</tbody>
</table>

### 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

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

| Provide training for all staff in a Comprehensive School Safety Plan & Socio Emotional Curriculum |

### 2018-19 Actions/Services

| Provide training for all staff in a Comprehensive School Safety Plan & Socio Emotional Curriculum |

### 2019-20 Actions/Services

| Provide training for all staff in a Comprehensive School Safety Plan & Socio Emotional Curriculum |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Hourly Pay Certificated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Hourly Pay Classified</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Hourly Pay Classified</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Hourly Pay Classified</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

| Establish a Director of Special Education to oversee Paraprofessional staff, plan and implement trainings specific to students with special needs as well as Universal Designs for Learning |

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Special Education</td>
<td>1000-1999: Certificated Personnel Salaries Stipend for Director of Special Education</td>
</tr>
</tbody>
</table>

**Action 5**

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

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

**Actions/Services**

All students in core academic subjects will be taught by Highly Qualified Teacher (HQT) regardless of socio-economic status or ethnicity.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>921658</td>
<td>LCFF</td>
<td>1000-1999: Certificated Personnel Salaries Credentialed Teacher Salaries + Certificated Support Salaries</td>
</tr>
</tbody>
</table>
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 2

2. Proficiency in Mathematics

To address our existing achievement gap, increase overall student proficiency (with particular emphasis on English language learners) in CAASPP mathematics, by six points in 2020.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Local Priorities:

Identified Need:

Professional Development in Common Core Mathematics, Instructional Aide support in Mathematics for small group work, Increased instructional Minutes, Intervention Blocks for math skills support

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Evaluation Rubric, Professional development hours,</td>
<td></td>
</tr>
<tr>
<td>The Museum School ranked with a status of Medium (10.9 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain professional development hours dedicated to Common</td>
<td>Maintain professional development hours dedicated to Common</td>
<td>Increase professional development hours dedicated to Common</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Math Department Curriculum, Math Club Curriculum and materials</td>
<td>below level 3) for all students in grades 3-8. There was a significant, 14.1 point decline in the number of students scoring at or above standard in mathematics. The school currently uses the Envision Math Program at grades 3-5, and Progress in Mathematics in grades K-2. There are currently no Math Clubs or a Math Department.</td>
<td>Core Math; maintain instructional aide support in all math periods; increase proficiency of students CAASP scores in math. Pilot new math program for adoption for the 2018-2019 school year in grades K-5. Establish a Math Department for students in grades 3-5. Establish Math Clubs in after school program.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide allocated time for professional development in areas of mathematics with particular focus on common core strategies. Set and monitor progress goals for all students and student groups</td>
<td>Provide allocated time for professional development in areas of mathematics with particular focus on common core strategies. Set and monitor progress goals for all students and student groups</td>
<td>Provide increased allocated time for professional development in areas of mathematics with a particular focus on common core strategies. Set and monitor progress goals for all students and student groups</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2000</td>
<td>$4000</td>
<td>6000</td>
</tr>
<tr>
<td>Source</td>
<td>Title II</td>
<td>Title II</td>
<td>Title II</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide Instructional Aide support for all math groups to allow for small group instruction and literacy support in younger grades</strong></td>
<td><strong>Provide Instructional Aide support for all math groups to allow for small group instruction and literacy support in younger grades</strong></td>
<td><strong>Provide Instructional Aide support for all math groups to allow for small group instruction and literacy support in younger grades</strong></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures 5200 - Workshops/Conference Costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures 5200 - Workshops/Conference Costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures 5200 - Workshops/Conference Costs</td>
</tr>
</tbody>
</table>
### Yearly Budget Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$38,880</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries ($16x 7.5 hrs x 9 grades x 36 weeks)</td>
</tr>
<tr>
<td>2018-19</td>
<td>40095</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries ($16.5x 7.5 hrs x 9 grades x 36 weeks)</td>
</tr>
<tr>
<td>2019-20</td>
<td>41310</td>
<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries ($17x 7.5 hrs x 9 grades x 36 weeks)</td>
</tr>
</tbody>
</table>

### 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

**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**

- New Action

**2017-18 Actions/Services**

- Identify and pilot new math program for adoption for the 2018 - 19 school year.

**2018-19 Actions/Services**

- Adopt high quality math program for students in grades K-5

**2019-20 Actions/Services**

- Maintain professional development specific to adopted math program

### Budgeted Expenditures

- Identify and pilot new math program for adoption for the 2018 - 19 school year.
- Adopt high quality math program for students in grades K-5
- Maintain professional development specific to adopted math program
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research and training hours - certificated hourly</td>
</tr>
<tr>
<td>2018-19</td>
<td>18000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificated Hourly</td>
</tr>
</tbody>
</table>

**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)
  - Specific Grade Spans: Grades 3-5

**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
  - New Action
  - 2017-18 Actions/Services
    - Establish a supplemental, 5 week, Math Department class for all students in grades 3-5.

- Select from New, Modified, or Unchanged for 2018-19
  - Modified Action
  - 2018-19 Actions/Services
    - Maintain a supplemental, 5 week, Math Department class for all students in grades 3-5.

- Select from New, Modified, or Unchanged for 2019-20
  - Modified Action
  - 2019-20 Actions/Services
    - Provide Intervention Block classes for all students in grades K-8, and increase mathematics instructional minutes in all grades supported by instructional assistants.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>20461</td>
<td>LCFF</td>
<td></td>
<td></td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Action 5**

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

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

- All
- Specific Student Groups: ASES Students

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

- All Schools

**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]
<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Establish after-school Math Club</td>
<td>Maintain after school Math Club</td>
<td>Maintain before/after school Math Club</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
</tr>
</tbody>
</table>
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
3. Proficiency in English Language Arts
Increase percentage of students scoring at proficient and above on CAASP benchmark in English Language Arts scores established in 2015-16. To address our existing achievement gap, increase overall student proficiency (with particular emphasis on English language learners) in CAASPP English Language Arts, by six points in 2020.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

| Local Priorities: |

Identified Need:
Maintain professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts across all grade levels. Provide intervention support to all students in the area of Language Arts.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Evaluation Rubric, Professional Development Hours, Language Arts Curriculum Adoption</td>
<td>The Museum School scored a status of 'High' (20.5 points above level 3) for all students tested in grades 3-8. Teachers and support staff engage, on average two to three days a year, in professional development dedicated to Common Core Language Arts. The school currently does not have a school wide adoption of language arts program.</td>
<td>Maintain professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts. Adopt the 'Wonders' language arts program for grades K-5 and provide training and support for teachers and support staff.</td>
<td>Maintain professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts.</td>
<td>Increase professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts. Increase uninterrupted, instructional minutes in Language Arts for Grades K-8 by 30 minutes per week. Provide additional Language Arts Intervention Blocks for all students weekly.</td>
</tr>
</tbody>
</table>

### 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 |

**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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Increased time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups</td>
<td>Increased time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups</td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Increased time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups</td>
<td>Increased time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Workshops &amp; Conference Costs</td>
<td>5000-5999: Services And Other Operating Expenditures Workshops &amp; Conference Costs</td>
<td>5000-5999: Services And Other Operating Expenditures Workshops &amp; Conference Costs</td>
</tr>
</tbody>
</table>

**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

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

- Modified 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**

- Provide Instructional Aide support for all Language Arts groups to allow for small group instruction and literacy support in all grades

**2018-19 Actions/Services**

- Provide Instructional Aide support for all Language Arts groups to allow for small group instruction and literacy support in all grades

**2019-20 Actions/Services**

- Provide Instructional Aide support for all Language Arts groups to allow for small group instruction and literacy support in all grades

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$38,880</td>
<td>$40,095</td>
<td>$41,310</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries ($16x 7.5 hrs x 9 grades x 36 weeks)</td>
<td>2000-2999: Classified Personnel Salaries ($16.5 x 7.5 hrs x 9 grades x 36 weeks)</td>
<td>2000-2999: Classified Personnel Salaries ($17 x 7.5 hrs x 9 grades x 36 weeks)</td>
</tr>
</tbody>
</table>

**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

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Adopt 'Wonders' language arts curriculum for grades K-5

2018-19 Actions/Services

Provide professional development specific to Wonders curriculum

2019-20 Actions/Services

Provide professional development specific to Wonders curriculum

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$35,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies 8 year adoption</td>
<td>2018-19</td>
<td>1000</td>
<td>Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2019-20</td>
<td>1000</td>
<td>LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Stipend - Certificated Hourly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Training and Planning Stipends</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

- **New Action**

  Provide Intervention Block classes for all students in grades K-8, and increase Language Arts instructional minutes in all grades supported by instructional assistants.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>20461</td>
<td>LCFF</td>
<td>0000: Unrestricted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries $17X9X37= $5,661</td>
</tr>
<tr>
<td>Amount</td>
<td>5661</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td></td>
</tr>
</tbody>
</table>
| Budget Reference | 1000-1999: Certificated Personnel Salaries  
Planning time: 40X1X37= $1480 |
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
5. ELL Proficiency
Increase the number of English Language Learners reclassified as proficient in the English language

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:
Support the needs of ELL in becoming proficient to access and succeed in all classes taught in English

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT and ELPAC results, reclassification rates</td>
<td>The school maintains a CELDT &amp; ELPAC Coordinator and provides training in literacy and language acquisition for staff</td>
<td>1)Provide language rich, project based curriculum to support the ELL students in demonstrating proficiency in English. 2)</td>
<td>1)Provide language rich, project based curriculum to support the ELL students in demonstrating proficiency in English. 2)</td>
<td>1)Provide language rich, project based curriculum to support the ELL students in demonstrating proficiency in English. 2)</td>
</tr>
</tbody>
</table>
### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>
| OR | }

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>
Provide professional development for instructional staff focused on successful strategies for ELL students.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>2017-18</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$1000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Supplemental</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5000-5999: Services And Other Operating Expenditures Workshops and training costs</td>
</tr>
</tbody>
</table>

**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))

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

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Unchanged Action
2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action
2019-20 Actions/Services
Continue implementation of targeted strategies and interventions in language arts, math and science to support ELL students.
Continue implementation of language rich, project-based learning opportunities

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No additional costs</td>
<td>No additional costs</td>
<td>No additional costs</td>
</tr>
</tbody>
</table>

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**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
Train ELPAC Testing Coordinator

2018-19 Actions/Services
Maintain ELPAC Testing Coordinator

2019-20 Actions/Services
Maintain ELPAC Testing Coordinator

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Goal</td>
</tr>
</tbody>
</table>

6. Foster Youth and Homeless Students
All foster and homeless youth will have a comprehensive academic assessment completed by home room teacher and support staff

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
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<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:
Identify and provide supports necessary for foster and homeless students to access curriculum, materials and basic needs to ensure academic success and well-being.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students identified, attendance rates, academic achievement as rated by</td>
<td>There were 0 foster youth identified for the 2016-17 school year. There was a small</td>
<td>1) Identify and ensure all foster and homeless youth will have a comprehensive</td>
<td>1) Identify and ensure all foster and homeless youth will have a comprehensive</td>
<td>1) Identify and ensure all foster and homeless youth will have a comprehensive</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>standardized tests and school grades.</strong></td>
<td>population of homeless students identified. There was an increase in attendance and academic achievement for all homeless youth between the 2015-16 &amp; 2016-17 school year.</td>
<td>academic assessment completed by home room teacher and support staff 2) Provide academic support services to all identified foster and homeless youth</td>
<td>academic assessment completed by home room teacher and support staff 2) Provide academic support services to all identified foster and homeless youth</td>
</tr>
</tbody>
</table>

### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: Foster Youth &amp; Homeless Youth</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide a comprehensive assessment and monitoring program for all identified foster and/or homeless youth.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>None</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>None</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>None</td>
</tr>
</tbody>
</table>

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

**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

Provide access to academic support, transportation and food services to all identified foster and/or homeless youth.

2018-19 Actions/Services

Provide access to academic support, transportation and food services to all identified foster and/or homeless youth.

2019-20 Actions/Services

Provide access to academic support, transportation and food services to all identified foster and/or homeless youth.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1000</td>
<td>$1000</td>
<td>1000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>per student</td>
<td>per student</td>
<td>per student</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 7: Access to a Broad Course of Study</td>
</tr>
<tr>
<td>Students will have access to a broad course of study</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     

Identified Need:
To provide all students with an ongoing broad course of study.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classes</td>
<td>Beyond the core classes of Math, Language Arts, Science, PE and Art, students engage in classes such as Sewing, Students will be provided a course of study that extends beyond the core classes Students will be provided a course of study that extends beyond the core classes Students will be provided a course of study that extends beyond the core classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provided per student weekly. High quality curriculum materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

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

### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

### Identify and provide high quality, standards aligned instructional materials and resources.
Provide cohesive, courses of study that align with the Common Core Standards, the Next-Generation Science Standards

- Identify and provide high quality, standards aligned instructional materials and resources.
- Provide cohesive, courses of study that align with the Common Core Standards, the Next-Generation Science Standards
- Identify and provide high quality, standards aligned instructional materials and resources.
- Provide cohesive, courses of study that align with the Common Core Standards, the Next-Generation Science Standards
and the goals and methodologies set forth in the Museum School charter

and the goals and methodologies set forth in the Museum School charter

and the goals and methodologies set forth in the Museum School charter

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

**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

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

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

**2017-18 Actions/Services**

Maintain emphasis on project based learning in core and non-core classes

**2018-19 Actions/Services**

Maintain emphasis on project based learning in core and non-core classes

**2019-20 Actions/Services**

Maintain emphasis on project based learning in core and non-core classes

**Budgeted Expenditures**

Page 85 of 140
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No additional costs</td>
<td>No additional costs</td>
<td></td>
</tr>
</tbody>
</table>

**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)

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

Provide enriching curriculum outside of core areas

2018-19 Actions/Services

Provide enriching curriculum outside of core areas

2019-20 Actions/Services

Provide enriching curriculum outside of core areas

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>12000</td>
<td>20000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Center for World Music</td>
<td>5000-5999: Services And Other Operating Expenditures Consultants - Center for World Music + Teaching Artists</td>
<td></td>
</tr>
</tbody>
</table>
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 7

9. Parent and Community Engagement
Parents and community members engage in volunteer work, trainings and events that support student learning

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:
To engage all families and stakeholders in the activities of the Museum School, in order to strengthen relations and increase participation.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of parent involved community events, communications,</td>
<td>Parents receive at least bi-weekly email communications from school director and Friends of the Museum School organization. Parents are involved in</td>
<td>Maintain parent involvement in Friends of the Museum School with bi-weekly notifications of events; Provide 3 Family Nights</td>
<td>Maintain parent involvement in Friends of the Museum School with bi-weekly notifications of events; Provide 3 Family Nights</td>
<td>Maintain parent involvement in Friends of the Museum School with bi-weekly notifications of events; Provide 3 Family Nights</td>
</tr>
</tbody>
</table>
### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

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

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

- Unchanged Action

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

- Unchanged Action

Provide training opportunities for parents and volunteers in the areas of curriculum support, school safety, and school culture

Provide training opportunities for parents and volunteers in the areas of curriculum support, school safety, and school culture

Provide training opportunities for parents and volunteers in the areas of curriculum support, school safety, and school culture
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

### 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)

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**

Provide community engagement events to enhance community relations

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

**2018-19 Actions/Services**

Provide community engagement events to enhance community relations

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

**2019-20 Actions/Services**

Provide community engagement events to enhance community relations

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
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 8
10. Digital Literacy
Students will have access to technology and the skills to utilize digital tools to enhance their learning

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:
To provide access to digital devices to all students in order to develop digital literacy and access to online curriculum and materials.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital device ratio, network and IT support</td>
<td></td>
<td>All Museum School students shall have access to and utilize digital devices for ongoing study in core</td>
<td>All Museum School students shall have access to and utilize digital devices for ongoing study in core</td>
<td>All Museum School students shall have access to and utilize digital devices for ongoing study in core</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2017-18</strong></td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
</tr>
<tr>
<td>Maintain a 1:1 ratio of digital devices in grades 3-8. Expand availability of digital devices in Kindergarten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-19 Actions/Services</strong></td>
</tr>
</tbody>
</table>

<p>| <strong>2019-20 Actions/Services</strong> |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5000</td>
<td>$5000</td>
<td>5000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Reference</td>
<td>Cost of new devices &amp; parts to maintain ratio of devices</td>
<td>Cost of new devices &amp; parts to maintain ratio of devices</td>
<td>Cost of new devices &amp; parts to maintain ratio of devices</td>
</tr>
</tbody>
</table>

### 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)

**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

- Provide IT service support for all devices, networks, students and staff

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

- Provide IT service support for all devices, networks, students and staff

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

- Provide IT service support for all devices, networks, students and staff

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$12,500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### 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

**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
- Provide professional development for all staff in digital literacy

Select from New, Modified, or Unchanged for 2018-19
- Provide professional development for all staff in digital literacy

Select from New, Modified, or Unchanged for 2019-20
- Provide professional development for all staff in digital literacy

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Part of IT contract</td>
<td>Part of IT contract</td>
<td>5800: Professional/Consulting Services And Operating Expenditures 150 per hour through IT contract</td>
</tr>
</tbody>
</table>
**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)

| New Goal |

**Goal 9**

11. School Facilities
Maintain and improve existing facilities

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

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

| Local Priorities: |

**Identified Need:**
To maintain safe facilities for all students, staff and community members.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive School Safety Plan, semi-annual inspection, San Diego Fire Department inspection, San Diego County Health Inspection</td>
<td>The school maintains and updated a Comprehensive School Safety Plan for 2016-17, passed Fire Dept. and Health Dept. inspections, and conducted a semi-</td>
<td>School shall maintain a Comprehensive School Safety Plan, and engage in a semi-annual safety inspection to identify needs and correct them. School shall also improve existing facilities, with a focus on</td>
<td>School shall maintain a Comprehensive School Safety Plan, and engage in a semi-annual safety inspection to identify needs and correct them.</td>
<td>School shall maintain a Comprehensive School Safety Plan, and engage in a semi-annual safety inspection to identify needs and correct them. The school will upgrade windows and air-conditioning units to</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

All

OR

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

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

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

Maintain an annual Comprehensive School Safety Plan

**2018-19 Actions/Services**

Maintain an annual Comprehensive School Safety Plan

**2019-20 Actions/Services**

Maintain an annual Comprehensive School Safety Plan

**Budgeted Expenditures**

annual facilities inspection.

bathroom upgrades, air-conditioning, and fixtures.

energy efficient models using Prop39 Energy Saving Grant Funds
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**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)

- **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
  - 2017-18 Actions/Services
    - Maintain school grounds to ensure they are clean and attractive

- Select from New, Modified, or Unchanged for 2018-19
  - 2018-19 Actions/Services
    - Maintain school grounds to ensure they are clean and attractive

- Select from New, Modified, or Unchanged for 2019-20
  - 2019-20 Actions/Services
    - Maintain school grounds to ensure they are clean and attractive

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$15,000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Budget for cleaning staff</td>
<td>2018-19</td>
<td>$15,000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries Budget for cleaning staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>All</th>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovate bathrooms</td>
<td>Renovate Classroom</td>
<td>Upgrade Windows and Air-conditioning units</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>20000</td>
<td>Locally Defined</td>
<td>6000-6999: Capital Outlay Construction Costs</td>
</tr>
<tr>
<td>2018-19</td>
<td>15000</td>
<td>Locally Defined</td>
<td>6000-6999: Capital Outlay Construction Costs</td>
</tr>
<tr>
<td>2019-20</td>
<td>15000</td>
<td>Locally Defined</td>
<td>6000-6999: Capital Outlay Construction &amp; Renovation Costs</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 10</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
</table>

OR

Actions/Services

Budgeted Expenditures
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)

| New Goal |

Goal 11

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

Expected Annual Measurable Outcomes

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

OR

Actions/Services

Budgeted Expenditures
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)

| New Goal |

Goal 12

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures
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)

| New Goal |

Goal 13

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

| Identified Need: |

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

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

| Action 1 |

OR

| Actions/Services |

Budgeted Expenditures
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)

| New Goal |

Goal 14

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Local Priorities:

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

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

OR

Actions/Services

Budgeted Expenditures
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)

| New Goal |

Goal 15

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

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

Action 1

OR

Actions/Services

Budgeted Expenditures
# Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$79987</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

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 Museum School does not qualify for Concentration Grant Funds. Supplemental Grant funds are estimated to be $79,987 for the 2019-20 school year. This funding will be used toward the adoption of new supplemental Intervention Blocks in Language Arts and mathematics, Professional Development for classroom teachers in Common Core implementation, as well as to provide additional Instructional Aide support to all classrooms during core class times. By providing added support to classroom teachers in the core classes, unduplicated students will receive benefit in the form of small group work, and smaller staff to student ratios to provide needed supports and services.

The Museum School does not qualify for concentration grant funding. Unduplicated students shall receive an increase of services of at least 4% proportionally through applicable supplemental grant funds. These services shall be increased and improved upon through systematic implementation of services, on-going evaluation and monitoring through an umbrella of support as laid out in Section A. The Museum School will offer a system of programs and supports specifically for low-income students, English learners and foster youth. These supports will include mental health support, site coordinators for family engagement, social-emotional support through school-wide curriculum, positive behavior supports, Response to Intervention (RTI) math and literacy supports.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
</table>
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 Museum School does not qualify for Concentration Grant Funds. Supplemental Grant funds are estimated to be $70,764 for the 2018-19 school year. This funding will be used toward the adoption of a new math program for grades 1-5, Professional Development for classroom teachers in Common Core implementation, as well as to provide additional Instructional Aide support to all classrooms during core class times. By providing added support to classroom teachers in the core classes, unduplicated students will receive benefit in the form of small group work, and smaller staff to student ratios to provide needed supports and services.

The Museum School does not qualify for concentration grant funding. Unduplicated students shall receive an increase of services of at least 3.91% proportionally through applicable supplemental grant funds. These services shall be increased and improved upon through systematic implementation of services, on-going evaluation and monitoring through an umbrella of support as laid out in Section A. The Museum School will offer a system of programs and supports specifically for low-income students, English learners and foster youth. These supports will include: mental health support, site coordinators for family engagement, social-emotional support through school-wide curriculum, positive behavior supports, Response to Intervention (RTI) math and literacy supports.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

| $63012 | 3.7% |

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 Museum School does not qualify for Concentration Grant Funds. Supplemental Grant funds will amount to $54,273. This funding will be used toward Professional Development for classroom teachers in Common Core implementation, as well as to provide additional Instructional Aide support to all classrooms during core class times. By providing added support to classroom teachers in the core classes, unduplicated students will receive benefit in the form of small group work, and smaller staff to student ratios to provide needed supports and services.

The Museum School does not qualify for concentration grant funding. Unduplicated students shall receive an increase of services of at least 3.44% proportionally through applicable supplemental grant funds. These services shall be increased and improved upon through systematic implementation of services, on-going evaluation and monitoring through an umbrella of support as laid out in Section A. The Museum School will offer a system of programs and supports specifically for low-income students, English learners and foster youth. These supports will include: mental health support, site coordinators for family engagement, social-emotional support through school-wide curriculum, positive behavior supports, Response to Intervention (RTI) math and literacy supports.
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. A 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

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name
Museum School

CDS Code:
37 68338 6115570

Link to the LCAP:
(Optional)

For which ESSA programs apply to your LEA?

Choose From:

- TITLE I, PART A
  Improving Basic Programs Operated by State and Local Educational Agencies

- TITLE II, PART A
  Supporting Effective Instruction

- TITLE IV, PART A
  Student Support and Academic Enrichment Grants

(Note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

The Museum School receives funding for Title 1, Part A, Title II, Part A and Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The Museum School has a strategy to direct the limited Federal funds to support at-risk students with a focus on literacy and mathematics. Specifically, Title 1 funds will be used to provide additional instructional support in core classes and provide extra minutes for skills building and after-school tutoring support.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The 2019-2020 LCAP has a focus on increasing scores in ELA and Mathematics and will support these initiatives by providing professional development in common core subject areas to all staff and providing small-group intervention blocks designed to provide targeted instruction to all students based on their individual needs. Further, the school will provide trained instructional aide support to core subject classes at all grade levels.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).
Career Technical and Work-based Opportunities

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If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
TITLE II, PART A

Title II, Part A Activities

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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
TITLE III, PART A

Parent, Family, and Community Engagement

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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Museum School is a single site LEA.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As articulated in Goal 1 of the 2019-2020 LCAP, the Museum School will ensure that all students regardless of socio-economic status will be taught by Highly Qualified Teachers (HQT) in all core subject areas. As a single-site LEA all students receive instruction from the same team of instructors.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents are able to volunteer in classrooms and chaperone on school study trips. Parents are also regularly invited to attend presentations of learning every 4-6 weeks. Teachers and the school's Director send out regular email communications and maintain web presence through PowerSchool Learning and the school's website. The Museum School hosts a variety of community building events throughout the school year. The school's Director and Office Manager attended every Friends of the Museum School meeting and help to facilitate community events and fundraisers. The Friends of the Museum School has a Director of Communications who interfaces with teachers and parents to send out regular informational emails. The school's Counselor and Dean of Faculty provide three parent nights addressing a variety of needs. The school also hosts community events such as a Harvest Festival, Movie Night, Music & Art Showcases, and a Dr. Seuss Read-Across-America Celebration.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Museum School uses a systematic child-find process to identify students with learning challenges or socio-emotional needs. These students undergo a Student Success Team process that works with teachers, families, and community organizations to provide academic and social-emotional intervention supports, monitor progress and response to interventions before assessing for possible Special Education qualification.

**Homeless Children and Youth Services**

**ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Museum School has an open lottery enrollment process and shall support the enrollment and attendance of homeless students by providing transportation support and other supports as required by the McKinney-Vento Homeless Assistance Act.

**Student Transitions**

**ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Museum School conducts a year-long advisory project with all 8th grade students that prepares students for high school, including high school tours, goal setting and presentations of learning. Additionally the middle school teaching staff attends transition meetings for students with IEPs when necessary.

**Additional Information Regarding Use of Funds Under this Part**

**ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
THIS ESSA PROVISION IS ADDRESSED BELOW:

Th Museum School will introduce Intervention Blocks for the 2019-2020 school year that will provide targeted, small-group instruction to all students. Students will be identified based on CASSPP test results as well as internal Acadience test results to determine groupings.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School is a single site elementary school. As such the school does not have any formal agreements with correctional facilities.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children
and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Social, Health, and Other Services**  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Postsecondary and Workforce Partnerships**  
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Parent and Family Involvement**  
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and  
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Program Coordination**  
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School has a Leadership Team that analyzes needs and plans professional development for school-wide initiatives and staff members based on individual needs. The school is currently participating in a two-year MTSS grant to develop leadership capacity, and partners with High Tech High for Intern and Induction programs for new teachers.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School is a single-site LEA.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School will review CASSPP results and internal assessments such as Acadience to analyze any deficiencies and needs in student achievement to determine professional development initiatives.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School does not receive Title III funding.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School does not receive Title III funding.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School does not receive Title III funding.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School does not receive Title III funding.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Museum School shall use Title IV federal funds to support safe and healthy students by maintaining a school counselor to provide whole group and individual counseling as well as school culture initiatives.