

2019-20

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

LEA Name	Contact Name and Title	Email and Phone
St. HOPE Public School 7	Nicole M. Michalik, Ph.D. Data and Accountability Contractor	<a href="mailto:nmichalik_contractor@sthopepublicschools.org">nmichalik_contractor@sthopepublicschools.org</a> 916-277-6200

CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
34-67439-0101048	June 12, 2019	June 27, 2019

# 2019-20 Plan Summary

## The Story

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

St. HOPE Public School 7 (PS7) is a TK-8 charter school committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule.

At PS7 scholars receive rigorous instruction that is aligned to common core and ultimately to getting our students to and through college. Our goal is for all of our scholars to demonstrate mastery of their grade level standards or to meet their individual growth goal that is designed to get them on track. Additionally, literacy is a huge focus at PS7 and we have a goal to have all scholars reading on grade level by the end of the year.

At PS7 our mission is to graduate self-motivated, industrious, and critically-thinking leaders who are prepared to earn a degree from a four-year college or university, committed to serving others and passionate about lifelong learning. PS7 students will be well-prepared for high school, higher education, and employment. They will accept their rights and responsibilities as citizens in a democratic society.

PS7 is part of St. HOPE Public Schools and is split between two campuses: grades TK-5 at Strawberry Lane and grades 6-8 at the Sac High campus on 34th St

## **LCAP Highlights**

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

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

This year's LCAP maintains the same overall goals and actions of the previous year's LCAP. PS7 continues to maintain a focus on improvement and excellence in the following areas: ensuring students are prepared for college, providing an ideal learning environment, engaging parents, and building a stable organization that utilizes best practices in all areas (financial, academic, etc.).

The requirements of the School Plan for Student Achievement (SPSA) are also contained in this LCAP as the LCAP template follows the same structure as the new SPSA template. Therefore, this LCAP includes funding numbers for Title I, Part A and Title II, Part A. Going forward, PS7 will use the LCAP alone to fulfill the requirements of both the LCAP and the SPSA. Any additional federal requirements not covered in the LCAP will be fulfilled in the LCAP Addendum.

## **Review of Performance**

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

### **Greatest Progress**

On the all 2018 California Dashboard, PS7's overall performance on CAASPP math and ELA were in the yellow and orange levels, respectively. Preliminary scores for the 2019 administration of the CAASPP summative assessments indicate that PS7 will have an increase in these areas. (Official scores pending).

In addition, PS7 was in the orange performance level on the Dashboard for Suspension Rate, with a suspension rate of 22.6% (percent of students suspended at least once during the year). There were 398 suspensions in 2017-18. Preliminary (unofficial) suspension totals for 2018-19 indicate that PS7's suspension count has decreased by at least 50% due to changes in policy and efforts to change the culture of discipline and behavior at both the middle and elementary levels.

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**

The California Dashboard shows PS7 at the red performance level in terms of chronic absenteeism (the percent of students who are absent 10% or more of instructional days they were enrolled in the school). 24.2% of students were chronically absent in 2017-18. The school plans to address attendance through additional supports at the school (2 student services coordinators), a focus on increasing overall school culture, and a partnership with City Year.

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 were no indicators on the CA Dashboard for which performance for any student group was two or more performance levels below the “all student” performance.

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

### **Increased or Improved services**

NA

# **Comprehensive Support and Improvement**

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

## **Schools Identified**

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

Not Applicable

## **Support for Identified Schools**

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

Not Applicable

## **Monitoring and Evaluating Effectiveness**

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

Not Applicable

# Budget Summary

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

DESCRIPTION	AMOUNT
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year (including Title I and Title II funds)	\$3,216,615

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,515,623

## Categorical Funds

DESCRIPTION	AMOUNT
Title I, Part A	\$211,669
Goal 1 - Site instruction coordinators, TAs	\$102,669
Goal 1 - Jesuit Volunteers	\$ 34,000
Goal 2 - City Year partnership	\$ 75,000
Title II, Part A	\$ 30,234
Goal 1 - professional development	\$ 30,234

# Annual Update

LCAP Year Reviewed: 2018-19

## Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Increase the percentage of students who meet or exceed CAASPP proficiency in Math and ELA each year.  Increase by at least 1 percentage point for both ELA and Math	ELA 16-17 % of students Meeting + Exceeding: 40% ELA 17-18 % of students Meeting + Exceeding: 39%  Math 16-17 % of Students Meeting + Exceeding: 34% Math 17-18 % of students Meeting + Exceeding: 36%  18-19 not available as of June 2019
The next release of the CA Dashboard should show our EL indicator staying in the green or blue region. This is determined via both the status of the most recent EL Indicator (percentage of students who improve a level on the EL assessment-- giving extra credit to LTELs, or maintain at a high level, or who were reclassified in the previous year) and the change from the previous year.	Due to the transition to a new assessment (from CELDT to ELPAC), the 2018 CA Dashboard did not report a color indicator for English Learner (EL) Progress. Instead, only the first year of scores on the ELPAC were reported in the CA Dashboard as shown below.  Level 4 - Well Developed: 56.5% Level 3 - Moderately Developed: 30.4% Level 2 - Somewhat Developed: 13.0% Level 1 - Beginning Stage: 0.0%
Maintain % of EL students reclassified each year at or above 35%	

	Pending 18-19 scores as of June 2019  29% of EL students were reclassified from 17-18
The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%.  Goal - 50% at midyear for 18-19.	% of students who agreed/strongly agreed with the statement "Overall I am satisfied with PS7" (6-8th grades only): 17-18: 43% 18-19: 39% (37% were neutral)
Maintain an ADA of 95% or better (measured at Q3)	17-18 Q3 (3/21/2018): 94.2% 18-19 Q3 (3/22/2019): PS7 E = 93.0%; PS7 M = 92.5%
Increase student retention yearly until reaching at least 90% for students who are enrolled on census day.  Goal was 75% for 17-18 to 18-19.	% of students (TK-7th graders) enrolled on Census Day from year to year:  16-17 to 17-18: 61.3% 17-18 to 18-19: 72.1%

## Actions / Services

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide CCSS-aligned curriculum, assessments and high quality instruction.</b></p> <ul style="list-style-type: none"> <li>• Evaluate and adjust benchmarks to continue to improve alignment</li> <li>• Assess curriculum, identify gaps &amp; develop/order new curriculum as needed</li> <li>• Collaborate with middle school teachers to ensure vertical alignment</li> <li>• Assess instructional materials, identify gaps, order new materials as needed</li> <li>• Insure low income &amp; ELL students receive additional support as necessary</li> <li>• Contract with Jesuit Volunteers to provide additional reading and math intervention support</li> </ul>	<p><b>Provide CCSS-aligned curriculum, assessments and high quality instruction.</b></p> <ul style="list-style-type: none"> <li>• Evaluate and adjust benchmarks to continue to improve alignment</li> <li>• Assess curriculum, identify gaps &amp; develop/order new curriculum as needed</li> <li>• Collaborate with middle school teachers to ensure vertical alignment</li> <li>• Assess instructional materials, identify gaps, order new materials as needed</li> <li>• Insure low income &amp; ELL students receive additional support as necessary</li> <li>• Contract with Jesuit Volunteers to provide additional reading and math intervention support</li> </ul>	<p>2,162,733 - General fund for certificated salaries 144,382 - Title I for site instruction coordinators 34,000 - Title I for Jesuit Volunteers</p>	<p>2,725,262 General Fund pending 23,725 Title I</p>

## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide individual and team-focused professional development and support for teachers, staff and administrators.</b></p> <ul style="list-style-type: none"> <li>● Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture</li> <li>● Provide teachers with training and support in specific content areas</li> <li>● Work in specialized departments to provide professional development specific to content area</li> </ul>	<p><b>Provide individual and team-focused professional development and support for teachers, staff and administrators.</b></p> <ul style="list-style-type: none"> <li>● Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture</li> <li>● Provide teachers with training and support in specific content areas</li> <li>● Work in specialized departments to provide professional development specific to content area</li> </ul>	30,234 -Title II for training and support	25,526 Title II

## Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Strengthen infrastructure for ongoing analysis of student performance and progress.</b></p> <ul style="list-style-type: none"> <li>• Create CCSS aligned EOY and benchmark assessments for particular content areas.</li> <li>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas</li> <li>• Weekly meetings between teachers and instructional coaches to analyze daily student assessment results to determine areas of growth and establish concrete next steps.</li> </ul>	<p><b>Strengthen infrastructure for ongoing analysis of student performance and progress.</b></p> <ul style="list-style-type: none"> <li>• Create CCSS aligned EOY and benchmark assessments for particular content areas.</li> <li>• Tracked and reflected on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas</li> <li>• Weekly meetings between teachers and instructional coaches to analyze daily student assessment results to determine areas of growth and establish concrete next steps.</li> </ul>	No budgeted amount	NA

## Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).</b></p> <ul style="list-style-type: none"> <li>• Implement reading intervention program</li> <li>• Incorporate a variety of instructional strategies that support multiple learning modalities</li> <li>• Third year of PS7 athletics program including boys and girls basketball teams and soccer teams</li> <li>• Expanded after school and summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visits)</li> <li>• Execute schoolwide tutoring for middle school grades in all content areas for 30 minutes a day 3 times a week for scholars needing additional support</li> <li>• Execute intervention block for math and writing block for ELA support in grades 2-6, at least 45 minutes a day, 3 days a week</li> </ul>	<p><b>Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).</b></p> <ul style="list-style-type: none"> <li>• Implement reading intervention program</li> <li>• Incorporate a variety of instructional strategies that support multiple learning modalities</li> <li>• Third year of PS7 athletics program including boys and girls basketball teams and soccer teams</li> <li>• Expanded after school and summer learning and enrichment opportunities, (e.g. sports teams, clubs, college visits)</li> <li>• Execute schoolwide tutoring for middle school grades in all content areas for 30 minutes a day 3 times a week for scholars needing additional support</li> <li>• Execute intervention block for math and writing block for ELA support in grades 2-6, at least 45 minutes a day, 3 days a week</li> </ul>	<p>23,500 - General fund for athletic stipends and coordination of the reading intervention program</p>	<p>23,500</p>

## **Analysis - Goal 1**

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

PS7 successfully implemented the actions/services set forth in the 2018-19 LCAP/SPSA. Additional supports and interventions were added to the school to affect core subject areas and the school expanded non-core subject areas by expanding electives such as art and continuing to build its athletic program. Teachers and administrators focused on benchmark assessments to gauge progress throughout the year as well as continuing to analyze student data regularly.

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

Although 18-19 data are not finalized, preliminary numbers indicate that student scores on the ELA and math CAASPP will improve over 17-18 results. In addition, retention of students from 17-18 to 18-19 increased to 75%. Analysis of EL student progress is harder to gauge with the change from CELDT to ELPAC testing. Attendance and student satisfaction did not meet expectations, but did not slip significantly from previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

No major changes were made to this goal.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

#### Expected

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

Staff:

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

Students:

- 65% of responses in the School Safety section will be favorable.

Parents:

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

Conduct quarterly school safety and cleanliness inspections and drills

#### Actual

Staff/teachers - I feel connected and committed to the mission and vision of SHPS (agree/strongly agree):

- 17-18: 92%
- 18-19: 90%

Students (6-8th graders) - I they feel that PS7 is a safe environment in which to learn(agree/strongly agree):

- 17-18: 43%
- 18-19: 49%

Parents - The school provides a safe environment for students to learn (agree/strongly agree):

- 17-18: 76%
- 18-19: PS7 E = 86%; PS7 M = 74%

Completed quarterly.

## Actions / Services

### Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</b></p> <ul style="list-style-type: none"> <li>• Strengthen Culture Week</li> <li>• Add culture days to the beginning of each quarter</li> <li>• Strengthen homeroom program curriculum (ex. Culture Cups, student behavior reflection and goal setting)</li> <li>• Review student behavior data with teachers and staff and develop academic/behavior plans with parents as needed</li> <li>• Continue anti-bullying work with middle grades</li> </ul>	<p><b>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</b></p> <ul style="list-style-type: none"> <li>• Strengthen Culture Week</li> <li>• Add culture days to the beginning of each quarter</li> <li>• Strengthen homeroom program curriculum (ex. Culture Cups, student behavior reflection and goal setting)</li> <li>• Review student behavior data with teachers and staff and develop academic/behavior plans with parents as needed</li> <li>• Continue anti-bullying work with middle grades</li> </ul>	352,957 General Fund for Dean and Admin salaries	352,957

## Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide cleaner and better maintained facilities.</b></p> <ul style="list-style-type: none"> <li>• Conduct monthly cleanliness and safety walk inspections and drills</li> <li>• Hold quarterly campus clean-up days</li> <li>• Continue to work with the Green Team and Clean Up Crew</li> <li>• Explore restroom sign-in/sign-out sheets</li> </ul>	<p><b>Provide cleaner and better maintained facilities.</b></p> <ul style="list-style-type: none"> <li>• Conduct monthly cleanliness and safety walk inspections and drills</li> <li>• Hold quarterly campus clean-up days</li> <li>• Continue to work with the Green Team and Clean Up Crew</li> </ul>	None	NA

## Analysis - Goal 2

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

PS7 implemented the majority of planned actions and services in 2018-19. The school focused on a positive culture, rather than a punitive, negative atmosphere, while continuing to make improvements to both campuses to provide students with a safe and comfortable place to learn.

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

Both parent and staff/teachers reported that they feel the school is a safe environment and are committed to PS7 and SHPS, meeting the targets for 18-19. Student responses on the survey were below the targeted level, but increased over the 17-18 survey results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

No major changes were made to this goal.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Increase the percentage of families completing the parent survey annually until it reaches at least 75%.	17-18 participation rate (mid-year survey): 76%
Goal to maintain above 75%.	18-19 (mid-year): PS7 E 42%; PS7 M = 34% (combined = 38%)

## Actions / Services

### Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</b></p> <ul style="list-style-type: none"> <li>• Distribute weekly parent communication through blue communication folders, including grade report, behavior report, and class/grade level newsletters</li> <li>• Utilize email blasts, auto calls, and text messaging for updates</li> <li>• Provide a parent survey each quarter for parents to send feedback to teachers</li> </ul>	<p><b>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</b></p> <ul style="list-style-type: none"> <li>• Distribute weekly parent communication through blue communication folders, including grade report, behavior report, and class/grade level newsletters</li> <li>• Utilize email blasts, auto calls, and text messaging for updates</li> <li>• Provide a parent survey each quarter for parents to send feedback to teachers</li> </ul>	26,000 - General fund for communication folders, parent engagement events and student information system	26,000

## Actions / Services

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.</b></p> <ul style="list-style-type: none"> <li>• Improve parent involvement structure</li> <li>• Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, parent nights/meetings, classroom support and field lesson / field day support)</li> </ul>	<p><b>Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.</b></p> <ul style="list-style-type: none"> <li>• Improve parent involvement structure</li> <li>• Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, parent nights/meetings, classroom support and field lesson / field day support)</li> </ul>	no budgeted amount	NA

## **Analysis**

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

PS7 continues to work to increase parent involvement and communication and implemented a number of actions to accomplish this. Increased communication via the weekly communication folders and an overall calendar of family events and offering multiple ways for families to get involved in the school and their scholar's education.

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

Parents were surveyed quarterly as planned; however, the percent of parents completing the surveys across the school year did not meet the target.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

There were no major changes to this goal.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Close the fiscal year with a balanced budget	Balanced in 18-19
Maintain an ADA of 95% or better	As of 3/22/19: PS7 E = 93.0%; PS7 M = 92.5%

## Actions / Services

### Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Institute strategies to maintain high attendance and improved student retention.</b></p> <ul style="list-style-type: none"> <li>• Adhere to attendance policy and utilized the first two levels of SART/SARB process.</li> <li>• Create attendance incentive system</li> <li>• Develop a system to track and report student progress more often during school year</li> <li>• Conduct exit conversations with families opting to leave to understand primary reasons</li> </ul>	<p><b>Institute strategies to maintain high attendance and improved student retention.</b></p> <ul style="list-style-type: none"> <li>• Adhere to attendance policy.</li> <li>• Create attendance incentive system</li> <li>• Develop a system to track and report student progress more often during school year</li> </ul>	20,000 from the general fund for salaries	20,000

## Actions / Services

### Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Manage operations and fiscal reporting to obtain an acceptable audit for PS7 at the end of each fiscal year.</b></p> <ul style="list-style-type: none"> <li>• Implement sound fiscal policies and controls</li> <li>• Allocate sufficient funds for all programmatic and operational expenses</li> <li>• Administration of Title I program for compliance</li> </ul>	<p><b>Manage operations and fiscal reporting to obtain an acceptable audit for PS7 at the end of each fiscal year.</b></p> <ul style="list-style-type: none"> <li>• Implement sound fiscal policies and controls</li> <li>• Allocate sufficient funds for all programmatic and operational expenses</li> <li>• Administration of Title I program for compliance</li> </ul>	200,000 from the general fund for finance and operations support	pending

## Actions / Services

### Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</b></p> <ul style="list-style-type: none"> <li>• Invite SCUSD board members and staff to visit campus</li> <li>• Participate in charter school network</li> <li>• Participate in Oak Park Education Corridor to share best practices</li> </ul>	<p><b>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</b></p> <ul style="list-style-type: none"> <li>• Invite SCUSD board members and staff to visit campus</li> <li>• Participate in charter school network</li> </ul>	None	NA

## **Analysis - Goal 4**

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

School administrators, deans and the student services coordinators focused on student attendance. In addition, new processes were implemented to ensure better, more accurate attendance tracking. SART/SARB were not fully implemented this past year. St. HOPE Public Schools worked with Sac High staff to ensure appropriate spending.

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

Overall, there is room for improvement with meeting PS7's ADA goal and that will continue to be a focus for next year. PS7 and SHPS managed a healthy budget and were able to fund a staff that provided a small teacher:student ratio.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

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

# **Stakeholder Engagement**

LCAP Year: **2019-20**

## **Involvement Process for LCAP and Annual Update**

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

Throughout the year, St. HOPE Public school 7 consulted with stakeholders regarding short and long term plans. Some examples of arenas in which feedback was solicited include:

School Site Council Meetings

SHPS Board Meetings (quarterly)

Stakeholder Surveys (mid-year and end of year)

Parent Meetings

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

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

2018-19 School Site Council Roster	
Role	Name
Site Leader	Elisha Ferguson
Site Leader	Molly Sangalang
Certificated Teacher	Gabriela Pasion
Certificated Teacher	Lauren Brown
Certificated Teacher	Sheeana Cahill
Non Certified Staff Member	Mark Atilano
Parent/Community Member	Janel Quayle
Parent/Community Member	Ashley Mays
Parent/Community Member	Danielle Johnson
Parent/Community Member	Robert Hawkins
ELAC Parent Representative	Maria Flores

## Impact on LCAP and Annual Update

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

The LCAP continues to maintain its primary structure across all of St. HOPE Public School's LEAs, with minor differences among them. The goals continue to mirror the overall goals of the broader organization, and the actions/services that support these goals. Stakeholder input has helped shape changes to some of the specific actions/services, programs or implementation of those programs at PS7.

# Goals, Actions, & Services - 2019-20

Strategic Planning Details and Accountability

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

Unchanged Goal

## Goal 1

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

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

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

Local Priorities:

### Identified Need:

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Increase the percentage of students who meet or exceed CAASPP proficiency in Math and ELA each year	<p>ELA 16-17 % of students Meeting + Exceeding: 40%            ELA 17-18 % of students Meeting + Exceeding: 39%</p> <p>Math 16-17 % of Students Meeting + Exceeding: 34%            Math 17-18 % of students Meeting + Exceeding: 36%</p> <p>18-19 not available as of June 2019</p>	Increase by at least 1 percentage point for both ELA and Math
Identify a baseline for the CA Dashboard for the EL indicator.	CA Dashboard EL Indicator pending 19-20 release.	
% of EL students who are reclassified each year	<p>2017-18 ELPAC            Level 4 - Well Developed: 56.5%            Level 3 - Moderately Developed: 30.4%            Level 2 - Somewhat Developed: 13.0%            Level 1 - Beginning Stage: 0.0%</p> <p>Pending 18-19 scores as of June 2019</p> <p>29% of EL students were reclassified from 17-18</p>	Establish CA Dashboard EL Indicator baseline.  Increase the % of EL students reclassified to 35%
The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%.	<p>17-18 (6-8th only): 43%            18-19: (6-8th only): 39%</p>	50% for mid year survey 19-20
Maintain an ADA of 95% or better	<p>17-18 Q3 (3/21/18): 94.2%            18-19 Q3 (3/22/2019): PS7 E = 93.0%; PS7 M = 92.5%</p>	Maintain above 95% by Q3 in 19-20
Increase student retention yearly until reaching at least 90% for students who are enrolled on census day.	<p>16-17 to 17-18: 61.3%            17-18 to 18-19: 72.1%</p>	80% for 18-19 to 19-20

# Planned Actions / Services

## Action 1.1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Modified

### 2019-20 Actions/Services

#### Provide CCSS-aligned curriculum, assessments and high quality instruction.

- Evaluate and adjust benchmarks to continue to improve alignment
- Assess curriculum, identify gaps & develop/order new curriculum as needed
- Collaborate with middle school teachers to ensure vertical alignment
- Assess instructional materials, identify gaps, order new materials as needed
- Insure low income & ELL students receive additional support as necessary
- Contract with Jesuit Volunteers to provide additional reading and math intervention support

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	2,725,212
Source	General Fund for teacher Salary and Benefits
Budget Reference	

Year	<b>2019-20</b>
Amount	102,669
Source	Title I for Site Instruction coordinators, TAs
Budget Reference	

Year	<b>2019-20</b>
Amount	34,000
Source	Title I for Jesuit volunteers
Budget Reference	

## Action 1.2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

Modified

**2019-20 Actions/Services**

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

- Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture
- Provide teachers with training and support in specific content areas
- Work in specialized departments to provide professional development specific to content area

**Budgeted Expenditures**

Year	<b>2019-20</b>
Amount	30,234 for PD
Source	Title II
Budget Reference	

## Action 1.3

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Unchanged

### 2019-20 Actions/Services

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

- Create CCSS aligned EOY and benchmark assessments for particular content areas.
- Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas
- Weekly meetings between teachers and instructional coaches to analyze daily student assessment results to determine areas of growth and establish concrete next steps.

### Budgeted Expenditures

Year	2019-20
Amount	No budgeted amount

## Action 1.4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

Modified

**2019-20 Actions/Services**

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

- Continue reading intervention program
- Incorporate a variety of instructional strategies that support multiple learning modalities
- Continue PS7 athletics program
- Expanded after school and summer learning and enrichment opportunities, (e.g. summer school, sports teams, clubs, college visits)
- Execute schoolwide tutoring for middle school grades in all content areas for 30 minutes a day 3 times a week for scholars needing additional support
- Execute intervention block for math and writing block for ELA support in grades 2-6, at least 45 minutes a day, 3 days a week
- Continue to offer an expanded elective line (i.e., art)
- Continue to staff student services coordinators at both sites (elementary and middle).

## Budgeted Expenditures

Year	2019-20
Amount	23,500
Source	General Fund for staff salaries, athletic stipends
Budget Reference	

# Goals, Actions, & Services

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

Unchanged Goal

## Goal 2

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

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

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

Local Priorities:

### Identified Need:

Improve school safety, facilities, and culture

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
<p>Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90%.</p>	<p>Staff - I feel connected and committed to the mission and vision of SHPS:</p> <ul style="list-style-type: none"> <li>● 17-18: 92%</li> <li>● 18-19: 90%</li> </ul> <p>Students - 6-8th graders who reported that they feel their school is a safe environment in which to learn - agree or strongly agree - on mid-year survey:</p> <ul style="list-style-type: none"> <li>● 17-18: 43%</li> <li>● 18-19: 49%</li> </ul> <p>Parents - The school provides a safe environment for students to learn:</p> <ul style="list-style-type: none"> <li>● 17-18: 76%</li> <li>● 18-19: PS7 E = 86%; PS7 M = 74%</li> </ul>	<p>Staff:</p> <ul style="list-style-type: none"> <li>● I feel connected and committed to the mission and vision of SHPS: 90%</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>● 65% of responses in the School Safety section will be favorable.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>● School provides a safe environment for students to learn: 75%</li> </ul>
Conduct quarterly school safety and cleanliness inspections and drills	Completed	Completed

# Planned Actions / Services

## Action 2.1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Modified

### 2019-20 Actions/Services

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

- Continue Culture Week
- Continue culture days throughout the year
- Strengthen homeroom program curriculum (ex. Culture Cups, student behavior reflection and goal setting)
- Review student behavior data with teachers and staff and develop academic/behavior plans with parents as needed
- Continue anti-bullying work with middle grades

### Budgeted Expenditures

Year	<b>2019-20</b>
Amount	\$175,000
Source	General Fund for Dean salaries
Budget Reference	

Year	<b>2019-20</b>
Amount	\$ 75,000
Source	Title I for City Year
Budget Reference	

## Action 2.2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Modified

### 2019-20 Actions/Services

**Provide cleaner and better maintained facilities.**

- Conduct monthly cleanliness and safety walk inspections and drills
- Hold regular campus clean-up days
- Continue to work with the Green Team and Clean Up Crew

### Budgeted Expenditures

Year	2019-20
Amount	No budgeted amount

# Goals, Actions, & Services

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

Unchanged Goal

## Goal 3

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

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

State Priorities: 3, 4, 5, 8

Local Priorities:

### Identified Need:

Increase opportunities for parent involvement and participation

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Increase the percentage of families completing parent survey annually until it reaches at least 75%	17-18 participation rate (mid-year survey): 76% 18-19 (mid-year): PS7 E 42%; PS7 M = 34% (total = 38%)	75% for 19-20
50% of families will attend at least 1 PS7 parent event as tracked through sign-in sheets.	No baseline available	50% of families will attend at least 1 event

# Planned Actions / Services

## Action 3.1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Modified

### 2019-20 Actions/Services

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

- Distribute weekly parent communication through blue communication folders, including grade report, behavior report, and class/grade level newsletters
- Utilize email blasts, auto calls, and text messaging for updates
- Provide a parent survey at least 2x per year for parents to send feedback to teachers

**Budgeted Expenditures**

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

## Action 3.2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

Modified

2019-20 Actions/Services

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

- Improve parent involvement structure
- Continue to offer parent education, involvement and volunteer activities in the school day and publicize on the school's calendar (e.g. conferences, family orientations, parent nights/meetings, classroom support and field lesson / field day support)

**Budgeted Expenditures**

Year	<b>2019-20</b>
Amount	none
Source	
Budget Reference	

# Goals, Actions, & Services

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

Unchanged Goal

## Goal 4

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

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

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

Local Priorities:

### Identified Need:

Maintain a balanced budget

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Close the fiscal year with a balanced budget	Balanced in 18-19	Balanced in 19-20
Maintain an ADA of 95% or better	End of Q3 during 18-19: PS7 E = 93.0%; PS7 M = 92.5%	95% or above in 19-20

## Planned Actions / Services

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

### Action 4.1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

Modified

### 2019-20 Actions/Services

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

- Adhere to attendance policy and utilized the first two levels of SART/SARB process.
- Create attendance incentive system
- Develop a system to track and report student progress more often during school year
- Conduct exit conversations with families opting to leave to understand primary reasons
- Continue staffing student services coordinators (at middle and elementary) to continue focus on attendance and support

### Budgeted Expenditures

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ pending	pending

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

St. HOPE Public School 7 has an unduplicated pupil percentage above 55%. Therefore, it has been determined that the most efficient way to reach unduplicated pupil populations is through school-wide implementation of actions/services being provided. Still, the LEA ensures that much of what we do specifically targets at-risk students from our unduplicated pupil populations.

## **For low income pupils**

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

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

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

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

Provide a broad range of standards-aligned supplemental resources.

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

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

## **For foster youth**

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

Improve communication with guardians