



Local Control and Accountability Plan (LCAP) We the People High School

2021 – 2024 Plan Summary

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

The mission of We the People High School (“WTP,” “We the People,” or the “Charter School”) is to empower the next generation of American and world leaders with the knowledge, practice, and tools to radically change the world for the better.

The vision of WTP is to foster an academic environment that leverages our diversity and our city to apprentice students in global citizenship. At WTP, local, national and global issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students embrace challenges, take risks, and become courageous change-makers who can shape the future of our democracy because they’ve practiced doing so in high school.

Our educational model enables students to explore and solve local, national and global challenges that speak to students’ interests and passions. WTP is a democracy-building school, where students engage in deliberation, argument, and individual expression as core practice. Using the United Nations’ Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges.

Innovative Elements of We the People

We the People offers an A through G *Plus* course of study that is inquiry-based and revolves around big ideas and issues in our communities, our nation, and our world. WTP also offers Democracy in Action workshops and internships where students collaborate with each other and local organizations to solve local, national and global problems. Teachers customize and deepen instruction for individual students as they progress through projects and coursework, intervening to skill-build where needed, and pushing for greater depth of understanding. At We the People High School, we teach students to:

- Ask questions
- Investigate multiple points of view
- Build arguments from evidence

- Seek out diversity and value cultural difference
- Produce solutions to current political and social problems
- Communicate effectively in the digital world
- Embrace oneself and one's peers as a force for social change

We the People opened its doors to our founding ninth grade class this fall, of 2020. We opened with distance learning in the midst of a pandemic, serving 22 students:

	As of October 7, 2020
Socio-economically disadvantaged (%)	90%
Classified as English learners (%)	16%
Classified as students with disabilities (%)	16%
Homeless / Foster Youth	5%
Asian/ Pacific Islander/Filipino	0%
Black or African American	45%
Latinx	40%
White	5%
Two or More Races	10%

LCAP HIGHLIGHTS

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

We the People High School's LCAP describes the variety of Goals, Actions, and Services offered to meet the needs of all students and their families. These comprehensive Actions and Services integrate 21st Century learning with research-based pedagogical practices and strategies to ensure all students meet and exceed academic standards. Ongoing formative assessment throughout each school year provides the data needed for continuous improvement. Professional development and quarterly pupil-free days provide staff with opportunities to analyze data, problem-solve strategies for individual students and subgroups, and plan for differentiation to improve learning outcomes for students. Instructional goals and improvement strategies are developed with the input of all staff members, parents and guardians.

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.

We the People High School launched in the Fall of 2020 with our founding class of 9th grade students. Despite opening during a pandemic, we created a safe and welcoming environment for students to express themselves, try out ideas, and engage with one another and their teachers in meaningful learning around topics and issues that are important to our world, and that students care about. Our distance learning schedule prioritized less Zoom time, small class sizes, two-hour blocks, and many hours per week of 1-on-1 support from teachers. All students were provided with new Chromebooks, textbooks, class novels, and additional materials throughout the school year while learning from home.

Upon returning to in-person instruction in March 2021, students were able to develop their speaking and listening skills, participating in debates, giving presentations, and engaging in class discussion every day. Differentiated instruction provided by teachers focused on providing resources, structures, and additional time for students to understand and complete grade-level work, and professional development supported these efforts.

As a new school, launched in Fall 2020, We the People High School does not have academic performance data on the CA School Dashboard yet, we are meeting our local measurable outcomes in the following ways:

- 100% of students report that they are known by their teachers, and that they feel they belong at We the People.
- 94% of students report that they feel connected to the adults at school.
- Suspension, expulsion and dropout rates are at 0%.
- 86% average daily attendance from September 2020 – May 2021.
- 100% of teachers are credentialed and appropriately assigned.
- 74% of students met their projected MAP growth goals for reading between October 2020 – February 2021 during full distance learning. 64% of students met their projected MAP growth goals for math between October 2020 – February 2021 during full distance learning.
- 100% of students are enrolled in a rigorous course of study that includes 9th grade Civics: Be the Change and 9th grade Environmental Science.
- 100% of our students with disabilities are in a full-inclusion model.
- 100% of students with disabilities demonstrated high growth on NWEA MAP.

Our ELD support class was held in person one day per week from November 1 through May 28, culminating with ELPAC testing in May 2021. Students with disabilities received remote 1-on-1 support (pull-out and push-in) during distance learning. Upon returning to in-person learning in March, RSP support was provided in person according to the needs of each student as defined by their Individual Education Plan (IEP). This included push-in and pull-out support. All students with IEPs are included in the general education classroom. In 2020-21, our students with disabilities have experienced high growth as measured by NWEA MAP.

GREATEST NEEDS

Our greatest need going into the 2021-22 school year and beyond will be meeting the needs of students who enter We the People below grade level due to the pandemic. We intend to continue to prioritize relationships, relevant and rigorous curriculum, and differentiation. We will offer a summer literacy intensive program in the summer of 2021 and continue to provide a multi-tiered system of support for students performing below grade level throughout the school year. All incoming 9th grade students will have a flex time block in their schedule where interventions and support will be provided for a minimum of 180 minutes per week. We also intend to increase our average daily attendance through enacting the goals and actions laid out in our plan below.

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

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 (N/A)

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.

N/A

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.

N/A

Goals, Actions, and Services

GOAL 1: INSTRUCTIONAL PROGRAM

Develop and provide a rigorous, A-G approved, civic-action instructional program aligned to state standards that supports academic and social emotional growth and learning while modeling the “3 As” outlined in our charter petition: apprenticeship, advocacy and activism.

State and/ or Local Priorities addressed by this goal:

- State Priorities 2, 4, 5, 6, 7, 8

Why the LEA Has Developed this Goal:

The We the People High School program of study supports students to *Engage, investigate, and act* through a thematic approach to each grade level. All coursework at WTP is relevant, that enables them to make sense of the world around them, and that is meaningfully cross-disciplinary. The focus on problems and issues in our world and the Global Goals crosses traditional academic disciplines. Understanding and solving these problems requires the adept use of discipline-specific knowledge and agility with various modes of communication.

Our school is called We the People High School precisely because we create an environment where every individual can develop into their best self because the good of the whole depends upon it. What this means in practice at We the People High School is that we focus on the three “A”s: Advocacy, Apprenticeship, and Activism.

- **Advocacy** - for self, for others, for community. Through coursework, Democracy in Action projects, and advisory, we focus on developing students’ knowledge of themselves, of others, and of their place in the world, teaching them how to advocate for themselves, for their ideas, and for their communities.
- **Apprenticeship**: Instruction apprentices students in learning, which means teachers and advisors act as coaches and guides, assisting students to develop the habits, dispositions, and skills articulated in the global citizenship standards.
- **Activism**: Our school model positions students to take action on issues they care about, and that matter most to them and to their communities.

The three As foster an environment that values each individual’s worth and grows each student’s capabilities for the good of the whole. Feeling valued and heard in a democracy manifests in taking action to inform and teach, to lead, and to make change. It is through collective action that we create a school and a world where young people are heard and valued.

Expected Annual Measurable Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023 - 24
All students have access to the educational program as outlined in the Charter School's charter petition. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Spanish, Visual and Performing Arts, Health and Physical Education, and Academic Electives that meet or exceed UC/CSU A-G requirements.	100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Master schedule reflects the above outcome.	100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Professional Development for teaching staff focuses on implementation of the educational program as outlined in the Charter School's petition.	50% of all PD throughout the year	Baseline +/- 10% as dictated by student need	Baseline +/- 10% as dictated by student need	Baseline +/- 10% as dictated by student need	Baseline +/- 10% as dictated by student need

Actions

Number	Action	Total Funds
1	Action 1 (All Students): Implement a project-based learning model in all courses across grade levels aligned to the thematic focus of each year of high school as outlined in our charter petition. This includes Democracy in Action projects in each year of high school, along with an A-G-aligned set of course offerings for grades 9 through 12.	Teacher Salary cost included in Goal 4, Action 1 below
2	Action 2 (All Students): All 9 th grade Students take a year-long Civics: Be the Change course focused on immigration and migration, how people, institutions and government have generated change over time, and the structure and function of the three branches of government at the local and national level.	Civics teacher Salary cost included in Goal 4, Action 1 below

3	Action 3 (All Students): WTP’s Integrated Science curriculum aligned to NGSS and CA State science standards. The curriculum is organized around STEM stories and local examples focusing specifically on the global goals and targets for climate action, energy, and life on land.	Envi. Sci. teacher Salary cost included in Goal 4, Action 1 below
4	Action 4 (SWD): Students with disabilities and students identified as English Learners are provided with additional supports to access the core curriculum in all classes. Accommodations and modifications are designed and implemented per specific student IEPs for SWDs within the core curriculum.	\$107,086 in SPED services and internal staff salaries and expenses.
5	Action 5 (English Learners): Build and deliver a stand-alone ELD course and integrated ELD support curricula that are aligned with our core ELA, Civics and Integrated Science courses. Teachers are provided with professional development and resources to support the development of English language proficiency for English Learners.	\$3,000 for PD Consultants in account 5804.

GOAL 2: ENGAGEMENT OF STUDENTS, FAMILIES, AND COMMUNITY

Foster community by providing a safe, supportive, inclusive, and caring school environment that engages WTP families and members of our local community as partners in enacting the school’s mission and vision.

State and/ or Local Priorities addressed by this goal:

- State Priorities 3, 6

Why the LEA has Developed this Goal:

All students deserve an educational environment that supports their individual needs, supports their ability to learn and progress, and enables them to develop into the best people they can be. Parents and guardians are critically important partners in this process. We the People High School can only be a school “of the people” if parents, families, and the community at large are fully engaged in forwarding the mission and vision of the Charter School. We the People is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the Charter School’s success.

Ongoing, two-way communication is the best way to ensure parents and guardians are involved in the school and in their children’s education. The following are ways in which we communicate with families:

- Monthly Parent Organizing Committee (POC) meetings. The POC serves as the school site council, providing feedback on key initiatives, the LCAP, and the single plan for student achievement each year.
- Bi-monthly email and USPS mail communications with families.
- Use of a messaging system to text with students and parents in multiple languages.
- Multiple parent-teacher conferences per year
- Individual college counselling meetings in 11th and 12th grade
- We the People Handbook, containing WTP’s mission, vision instructional program, behavioral guidance and policies.
- Website and calendars.

To support the social emotional development of all students, and to provide a structure for them to know each other and their teachers well, We the People implements a weekly advisory program that focuses on individual development and identity, building community, challenging bias, and becoming an upstander. The Advisory program is supported by a counseling approach that treats each individual student wholistically and works with them to set goals for college and career.

Expected Annual Measurable Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023 - 24
Average Daily Attendance (ADA)	94%	94% or higher	94% or higher	94% or higher	94% or higher
Chronic absenteeism	Less than 6%	Less than prior year or maintain prior year	Less than prior year or maintain prior year	Less than prior year or maintain prior year	Less than prior year or maintain prior year
Drop-out rate	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Parents report being satisfied with the school	90%	90% or higher	90% or higher	90% or higher	90% or higher
Students report feeling connected and known at their school	94%	94% or higher	94% or higher	94% or higher	94% or higher
School facilities are maintained in good repair	90% of facility in good or exemplary repair	90% or higher	90% or higher	90% or higher	90% or higher

Number of parent events per semester	2 or more	2 or more	2 or more	2 or more	2 or more
Percent of parents who attend 2 or more Parent Organizing Committee meetings per year	Baseline	Baseline + 5%	Baseline + 8%	Baseline + 10%	Baseline + 12%

Actions

Number	Action	Total Funds
1	Action 1 (All Students, All Families): The Parent Organizing Committee meets monthly to learn about and inform school priorities and actions. The Parent Organizing Committee is the parent & guardian governing arm of the school. The goal of the POC is to surface issues that parents are facing and provide a space for them to problem solve with each other, learn from one another, and take action to support one another. The POC advises the Principal on key school-based initiatives, provides feedback on LCAP, the Single Plan for Student Achievement, and other school-wide plans.	\$1,000 for Talking Points Family Messaging Software in account 4305
2	Action 2 (All Students, All Families): The school provides at least 2 parent-focused events per semester and communicates these to families and the community. These events include Open House, Exhibitions of Learning, and/ or student-led conferences.	\$800 in food costs for the event in account 4311.
3	Action 3 (All Students): Build and implement an Advisory curriculum that fosters students understanding of self, community, and what it means to be an upstander.	Teacher Salary cost included in Goal 4, Action 1 below
4	Action 4 (All Students): Build and implement a counseling program that supports the social-emotional health of all students, and tracks progress and goals for college and career.	\$10,000 in account 5106 for outsourced Counselling Services

GOAL 3: PUPIL OUTCOMES

Implement schoolwide system for collecting and analyzing of multiple forms of student data in order to provide differentiated instruction to meet the needs of all students.

State and/ or Local Priorities addressed by this goal:

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

Why the LEA has Developed this Goal:

Full implementation of the education program requires frequent monitoring of student and school outcomes through careful analysis of summative and formative assessments. To ensure We the People is meeting and exceeding state priorities for student achievement, We the People High School will undertake annual disaggregation of standardized assessment data to assess the performance of students by sub-groups (e.g., by ethnicity, gender, English Learner status, socioeconomic status, and students with disabilities), in attainment of skill and content proficiency targets.

Our faculty uses a variety of assessments to measure individual students' progress toward proficiency in state content standards and curriculum-based goals and objectives. Students will participate in several assessments each year, such as NWEA MAP in ELA and math, and MDTP diagnostic assessments in math. Teachers will use and develop curriculum-embedded assessments aligned to state standards in reading and writing at grade level for each unit of study. Ongoing assessment of daily and weekly work will ensure ongoing adjustment of instruction to meet student learning goals and outcomes for each student. In addition to paper-based assessments, teachers will administer projects and assessments of the Speaking and Listening standards in all content areas through coursework and through immersive learning experiences. Deliberative democracy requires that citizens can speak, listen, debate and argue effectively in ways that affirm and value multiple perspectives. These standards and skills form an important core of the We the People instructional program.

Students who are academically low achieving come to high school with many years of experience being unsuccessful in one or more subjects. Our job is to empower them with tools and time to grow their capacity to think and reason within and across subject areas. Struggling students will be fully integrated into the regular We the People High School student body. Our approach to serving students who are traditionally low achieving is to provide differentiated instruction, content, and assessments enabling students to address the guiding inquiry for the unit. Through regular class time, office hours, and "flex time," teachers will work one-on-one and in small groups with students to build knowledge and skills in ways that help students find agency and success through speaking, writing, and reading.

Expected Annual Measurable Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023 - 24
Percent of students who grow their percentile rank on NWEA MAP: Reading	NWEA MAP scores on Fall initial assessments each year	<p>All Students Percent of students who grow their percentile rank = 50% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 50% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 55% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 55% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 58% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 60% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 58% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 60% or higher</p>
Percent of students who grow their percentile rank on NWEA MAP: Mathematics	NWEA MAP scores on Fall initial assessments each year	<p>All Students Percent of students who grow their percentile rank = 40% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 45% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 45% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 50% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 50% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 55% or higher</p>	<p>All Students Percent of students who grow their percentile rank = 50% or higher</p> <p>Subgroups Percent of students who grow their percentile rank = 55% or higher</p>
Percent of Students who meet or exceed standards on ELA CAASPP	CAASPP scores for the first 11 th grade class, Spring 2023	No CAASPP administered	Baseline	Baseline + 5%	Baseline + 5%
Percent of Students who meet or exceed standards on Math CAASPP	CAASPP scores for the first 11 th grade class, Spring 2023	No CAASPP administered	Baseline	Baseline + 5%	Baseline + 5%

Increase the percent of English Learners who progress at least one proficiency level on the ELPAC each year	ELPAC scores from 2020-21	Baseline + 5%	Previous year + 5% or maintain previous year	Previous year + 5% or maintain previous year	Previous year + 5% or maintain previous year
Students make progress toward graduation (earn credits) each year	80%	85%	90%	90% or higher	90% or higher

Actions

Number	Action	Total Funds
1	Action 1 (All Students): Curriculum-embedded assessments align to appropriate grade-level standards and outcomes and are used to track student progress toward meeting standards. Formative and summative assessments are used to measure student progress and learning in core subject areas and progress toward proficiency on CAASPP.	\$1,000 for NWEA assessments in account 4302 and \$1,000 for NWEA PD in account 5804
2	Action 2 (SWD, EL Students, Students in Need of Tiered Intervention): We the People's full inclusion model for students with disabilities ensures all students have access to core curriculum in alignment with their Individual Education Plans. Professional development for teachers focuses on data collection, analysis, intervention, and differentiation.	See PD costs included in goal 1, action 5 above
3	Action 3 (All Students): We the People will utilize internal benchmark Assessments (e.g. NWEA MAP) at least twice a year to track student growth to inform instruction and ensure students are on track to meet growth targets, and to met standards on CAASPP in 11 th grade.	See NWEA costs in goal 3, action 1 above.

GOAL 4: CONDITIONS OF LEARNING

Ensure excellent teachers in every classroom. Build and develop a professional learning culture for all educators through ongoing observation and feedback, coaching, and professional development to address the diverse learning needs of our students and improve academic outcomes for all students, including English Learners, students with disabilities, and low-income students.

State and/ or Local Priorities Addressed by this Goal:

- State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Why the LEA has Developed this Goal:

Teachers are our most important agents of change and thus deserve ample time, resources, and tools to design learning and curricula that bring the vision of We the People High School to life. Teachers are instructional designers, action researchers, and master practitioners of their disciplines. Exceptional teachers embody the following features:

- They deeply understand the contexts and cultures of their students and themselves and draw on those sources to frame and design learning.
- They understand how historical inequality and deficit approaches to learning have perpetuated inequalities in schooling and they employ an asset-based approach to their students and to instructional design.
- They are continuously learning and drawing from their own learning to improve and inform their practice.
- They are collaborative by nature and draw on colleagues and leadership regularly to ensure they are meeting the needs of all students.

In order to empower such teachers to succeed in their work with students, WTP will enable the following structures:

- Deep, meaningful collaboration with colleagues about teaching, students, and designing learning.
- Be challenged to think creatively and differently.
- Time and space to think, collaborate, plan, and act.
- Time to develop relationships with students.
- Resources to produce meaningful, engaging experiences for students.

We the People High School strives to hire a diverse group of teachers who reflect the diversity of the students of Long Beach, have strong knowledge in their fields, experience planning new curricula and/or adapting curricula, and can successfully implement the mission and vision of We the People High School.

Expected Annual Measurable Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023 - 24
Percent of teachers appropriately credentialed	100%	100%	100%	100%	100%
Percent of teachers who report feeling supported professionally	90%	90% or higher	90% or higher	90% or higher	90% or higher
Percent of students who report that the faculty is effective	80%	80% or higher	80% or higher	80% or higher	80% or higher
Percent of students who report that their courses were challenging	80%	80% or higher	80% or higher	80% or higher	80% or higher
Percent of parents who report they are satisfied with the quality of instruction	90%	90% or higher	90% or higher	90% or higher	90% or higher

Actions

Number	Action	Total Funds
1	Action 1 (All Students): The School will hire and retain highly qualified and credentialed teachers to implement the instructional program as outlined in the charter petition.	\$224,471 in Certificated Teacher costs in account 1100 and \$59,723 in related benefits in the 3000 series accounts.
3	Action 2 (All Students): Implement a cycle of observation and coaching that supports individual teacher growth as aligned with research-based tools for improving teacher effectiveness.	\$81,200 in Exec. Dir. salary in account 1300 and \$10,356 in related benefits in the 3000 series accounts.

4	Action 3 (All Students): Professional Development supports the design of units, lessons and courses aligned to CCSS, NGSS, and C3. Students have access to instructional materials at varying levels of complexity and spend the majority of their time working with grade-level texts, problems, and materials.	See PD costs included in goal 1, action 5 above and Goal 4, action 2 above.
5	Action 5 (SWD & EL Students): Design, deliver and assess professional development that focuses on Tiers 2 and 3 interventions for EL students and students with disabilities.	See PD costs included in goal 1, action 5 above and Goal 4, action 2 above.

Stakeholder Engagement

LCAP Year: 2020-21

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?

We the People High School is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control and Accountability Plan. WTP used a variety of methods, including surveys, meetings, and professional development for stakeholders to be involved in the process and provide input into the goals, metrics, actions and services.

We the People High School engaged in the following outreach and stakeholder engagement in the Spring of 2021:

- Monthly Parent Organizing Committee meetings held virtually August 2020 through May 2021.
- Virtual Family Open House for current students in October 2020 and Exhibition of Learning in May 2021
- Parent surveys conducted in July, November, February, and June
- Weekly meetings with student leadership team
- Weekly whole school meetings virtually during distance learning
- Bi-monthly newsletters to families through USPS, email, and text
- Teacher surveys in November, January and June
- 8 virtual Open House events for prospective students

WTP solicited feedback on the content of this specific document at the following meetings:

- Parent Organizing Committee monthly meeting on May 13, 2021
- Teacher professional development on May 14, 2021
- Public hearing at monthly WTP Board of Directors Meeting on May 24, 2021

Revisions made to this plan as a result of stakeholder engagement:

Per feedback received from stakeholders, Goal 1 action items were revised to more closely reflect the instructional program as laid out in the charter petition per feedback from the We the People High School board of directors. This includes the implementation science and civics curriculum in grades 9 and 10 focused on real-world learning and grade-level learning as defined by the C3 and NGSS standards. It also includes a focus on ensuring instruction is designed and differentiated to meet the needs of each individual student, working from where they are towards grade-level mastery of content and standards. Our commitment to providing an A-G approved course of study was reaffirmed via this planning process. Our primary focus in all learning, data analysis, and professional development is on low-income students, English learners, students with disabilities, and homeless and foster youth since these categories describe 90% of our student population.