

Literacy First Charter Schools



& Accountability Plan

2016 – 17

“The tree of knowledge begins with literacy.”

Literacy First Charter Schools Living LCAP

These are our LFCS K12 Goals for school year 2015-16 including our own philosophy statements from our charter

T – eachers Trained

A – cademic Accountability

P – arents Connected

S – tudents Protected

GOAL # 1

Students will receive instruction by teachers who participate in ongoing Professional Development on 21st Century instruction; Common Core State Standards (CCSS) including all developed content frameworks because at LFCS:

All staff is invested in the success of each individual

Nurturing the whole child is regarded as the norm, not the exception

Children are embraced as unique and creative individuals

GOAL #2

Implement a school-wide transitional Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards because we believe that:

Literacy includes culture and language

Educational Success is expected for all students

Research proven methods and techniques are employed

Technology is integrated into the school routine

Children are embraced as unique and creative individuals

GOAL #3

Engage parents through education, communication, and collaboration to promote student academic success & engagement we recognize the relationship between parents connection and student achievement we believe that :

Parents are valued as an integral part of the “team”.

GOAL #4

To provide all student with a safe well-maintained facility and a positive learning climate that supports the academic, socials, emotional and physical needs of all students in order that:

All children are known

Educational success is expected for all students

Children are embraced as unique and creative individuals

Finally, education is viewed as a process, not a product.

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: SDCOE Contact (Name, Title, Email, Phone Number): Debbie Beyer, Executive Director, debbie.beyer@lfcinc.org, 619-579-7232 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>1. Parents, community members, and school staff have been actively involved in the on-going implementation of the Literacy First Charter Schools (LFCS) LCAP through the following methods:</p> <ul style="list-style-type: none"> ● Fall Board meeting, Board members are reminded of the new funding formula and implications, October 2015. ● Information meetings with LFCS DELAC committee, parent information sessions, September 8, 2015 ● Parent information meeting held via parent connection meeting to inform parents of the progress of new funding model, 1/21/16, 4/15/16 and 5/21/16. ● Lead teacher meeting discussion of LCAP, November 2015 ● Administrative team information meeting, November 2015 ● Board members 2016 were informed in fall meetings and reviewed again in February meeting. ● Staff review of LCAP priorities during staff meetings at all sites at fall all staff training ● Staff review of LCAP priorities during June staff meetings ● Public hearing held in June <p>2. LFCS has considered all feedback during the development of the LCAP. As a result of this process, LFCS has identified the areas in which to develop effective ways to continue academic growth for all students, including foster youth, English learners, and low income students.</p> <p>3. LFCS has considered all feedback during the development of the LCAP. As a result of this process, LFCS has continued to identify effectiveness in which information and education is assimilated by parents through parent nights, communication opportunities and parent correspondence regarding the implementation of new programs, including the Common Core Standards.</p> <p>On an annual basis and in parent newsletters and updates, ongoing information will be distributed to maintain all stakeholders involvement</p>	<p>After receiving input from parent, staff and community member surveys, and input from community meetings, LFCS identified common recurring themes which are identified below. These themes have been reflected in our goals, action/services and investments of LFCS over the past months as we have worked to provide services that will meet the needs as reflected:</p> <p>It is anticipated that our themes would include:</p> <ul style="list-style-type: none"> ● Continued development of a broader elective selection for students 7-12 ● Developing a more rigorous after school support program for LFCS students. ● Ensuring reclassified students are followed through and monitored for a two year period of time ● Foster students are clearly identified with appropriate programs implemented ● Expansion of counseling services ● Additional support materials available through technology, and or updated EL materials as well as remediation materials for any under achieving students, ● Developing ongoing opportunities to allow for parent education, input and feedback ● Continuing development of a strong community that supports LFCS students and families. ● Training high quality, stellar teachers that use research based strategies <p>Consequently, the LFCS budget continues to reflect the implementation of these programs and is reflected in the investment of resources into specific programs to ensure the ongoing success and development of the identified needs.</p> <p>Specifically, the LCFF investment priorities reflect the feedback received from stakeholders and student data and are tied to the academic data and needs of our students. Investments are further detailed in the subsequent pages.</p> <ul style="list-style-type: none"> ● English Learners ● School Climate and student engagement ● Students with disabilities

<p>in the improved outcome of program improvements as determined by our fact finding meetings and translated into school wide initiatives to improve academic and educational success of all students at LFCS, including our EL students, low income and any foster students that we may have.</p>	<ul style="list-style-type: none"> ● Parents Engagement ● Focus on K8 teacher support ● Focus on post high school educational and career opportunities ● Focus on writing and calculation skills, K12 as developed through Common Core Standards
<p>Annual Update: Following the pattern established last year, LFCS staff has continued to work toward the goals of the LFCS LCAP. Additionally we have worked to make the LCAP goals a part of the everyday language of our entire team with the acronym of TAPS. Throughout the year the stakeholders have been included in the review of the goals as it pertains to our charter mission and vision in order that all invested parties: parents, teachers, and staff would be able to understand the goals as well as the anticipated outcomes. Positively impacting student learning in a joyful learning environment is the over- arching goal throughout this process. Quarterly meetings with parent groups including the PTLC, and the DELAC committee have occurred. Meetings with lead teachers, the admin team and the entire staff were held routinely over the course of the school year in which the focus was to: review goals, needs as seen due to changing programs, expanding programs or inadequate results, and lack of training or understanding. Additionally, our teams reviewed our expected outcomes and the funds attached with each, as well as the overall benefit to the students. As a team we are looking to develop a more timely and efficient way to monitor this process of the next school year.</p>	<p>Annual Update: After living with our LCAP for a year and reviewing the input of original stakeholders, LFCS has identified common recurring themes which are identified below. These themes will continue to be reflected in our goals, action/services and investments of LFCS over the next months as we work to provide services that will meet the needs as reflected: It is anticipated that our themes would include:</p> <ul style="list-style-type: none"> ● Developing a broader elective selection for students 7-12 <i>We continue to work toward this goal. Additional courses have been added to our high school program</i> ● Developing a more rigorous after school support program for LFCS students. <i>We continue to work on this goal, adding additional tutoring after school and summer programs including program for highschoolers to master algebra and EL support for second language students 2-12. Additionally an intervention camp is offered for 2-5 graders over the summer break.</i> ● Ensuring reclassified students are followed through and monitored. <i>This goal was much more effectively implemented 2016-15 and will continue to be implemented for a 2 year period going forward.</i> ● Foster students are clearly identified with appropriate programs implemented. <i>A new system was developed to ensure accurate identification of this subgroup of student</i> ● Expansion of counseling services <i>A new counselor was hired.</i> ● Additional support materials available through technology, and or updated EL materials as well as remediation materials for any under achieving students, <i>New curriculum was purchased and implemented. Teachers were trained in the “how to” of the new program. New ELA and math materials that are common core aligned as well as a writing program have been implemented.</i> ● Developing ongoing opportunities to allow for parent education, input and feedback <i>Parent connection meetings were developed as well as better more effective communication tool developed.</i>

- Continuing development of a strong community that supports LFCS students and families.
- Training high quality, stellar teachers that use research based strategies . *Professional development occurred monthly, was deliberate and intentional, specific to teacher needs and program demands.*

Consequently, the LFCS budget reflects the continuation of the implementation of programs and is reflected in the investment of resources into specific programs to ensure the ongoing success and development of the identified needs.

Specifically, the LCFF investment priorities reflect the feedback received from stakeholders, the results of implementation this year, and student data connected to the academic data and needs of our students. Investments are further detailed in the subsequent pages.

- English Learners
- School Climate and student engagement
- Students with disabilities
- Parents Engagement
- Focus on K8 teacher support
- Focus on post high school educational and career opportunities

Focus on writing and calculation skills, K12 as developed through Common Core Standards

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will

receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	Goal 1: Implementation of a school-wide Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local: Specify _____	
Identified Need:	Based on needs assessment conducted with lead teachers, department heads and the administration team it was concluded that current curriculum was not satisfactory to meet the goal.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All Students</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1) 85% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3 rd -8 th will be assessed in ELA/Math using benchmark assessments 3 times per year 4) All students K-8 will be assessed in Reading at least 2 times per year; and annual growth targets will be developed 5) CAASPP Assessment in ELA and Math will serve to determine baseline 6) 10 th grade CASHEE assessment will serve to determine baseline as well.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: <ul style="list-style-type: none"> ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher training and mentoring. 	K-12	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$37,800

Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math ; For Science & History	K-8	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$64,460
IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP/SBAC Testing to Grades 3-8 and High School	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,400
LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$42,764

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) 90% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3rd-8th will be assessed in ELA & Math Benchmark Assessments: 3 times per year 4) 75% of continuing students will meet individually set growth targets in Reading 5) Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth from 2016 to 2015. 6) Students not meeting or nearly meeting standards will make greater than one year's growth to reach meeting standards or greater within 3 consecutive years of attending Literacy First Charter Schools. 7) 10th grade CASHEE assessment will serve to determine baseline as well.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:</p> <ul style="list-style-type: none"> ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become NCLB certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher Training & Mentoring 	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$37,800</p>
<p>Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math (2016-15); For Science & History</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$188,600</p>
<p>IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School</p>	<p>K-8</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$30,000</p>
<p>LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$96,800</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1) 100% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3rd-8th will be assessed in ELA, Math, History & Benchmark Assessments: 3 times per year 4) 85% of continuing students will meet individual growth targets in Reading. 5) Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth from 2015 to 2016.
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- 6) Students not meeting or nearly meeting standards will make greater than one year's growth to reach meeting standards or greater within 3 consecutive years of attending Literacy First Charter Schools.
- 7) 10th grade CASHEE assessment will serve to determine baseline as well.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: <ul style="list-style-type: none"> ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become NCLB certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher training and mentoring. 	K-12	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$26,400
Final phase of common core aligned curriculum & instructional materials will be purchased for ELA, Math, Science, & History.	K-12	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$110,500
IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School	K-8	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$18,700
LFCS will purchase new technology and software for student use w/assessments, academic support, instruction, and conducting academic research.	K-12	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$71,000

GOAL:	GOAL #2: To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development on 21stCentury instruction; Common Core State Standards (CCSS).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
Identified Need:	Due to mandated implementation of common core, training for teachers on effective pedagogy, understanding of expectations and effective implementation teacher training is necessary in order to support all students and English learners in a high quality learning environment.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1) All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies. 2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT 3) Increase EL Reclassification Rates by 5% annually 4) Students with Disabilities will meet annual IEP Goals 5) Administer annual staff surveys		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all teachers & admin will be provided in the following arenas: <ul style="list-style-type: none"> ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies 	K-12	<input checked="" type="checkbox"/> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$25,230

LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$26,850
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000
Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2500
EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$78,600
Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,153
A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of EL students	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$84,200

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in ELA/ELD, Math, History Frameworks, and brain based, research proven strategies. 2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by CELDT 3) Increase EL Reclassification Rates by an additional 5% annually 4) Students with Disabilities will meet annual IEP Goals 5) Administer annual staff surveys 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all teachers & admin will be provided in the following arenas: <ul style="list-style-type: none"> ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction.	K-12	<input checked="" type="checkbox"/> <u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,500
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement for all students.	K-12	<input checked="" type="checkbox"/> <u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$26,850
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	K-12	<input checked="" type="checkbox"/> <u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,700

<p>Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3500</p>
<p>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$88,600</p>
<p>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,200</p>
<p>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$96,400</p>
	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in ELA/ELD, Math, History, Science Frameworks, and brain based, research proven strategies.
1) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by CELDT

	<ul style="list-style-type: none"> 2) Increase EL Reclassification Rates by an additional 5% annually 3) Students with Disabilities will meet annual IEP Goals 4) Administer annual staff surveys 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development for all teachers & admin will be provided in the following arenas:</p> <ul style="list-style-type: none"> ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies <p>In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction.</p>	K-12	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$31,500
<p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement for all students.</p>	K-12	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$26,850
<p>LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.</p>	K-12	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$8,200
<p>Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.</p>	K-12	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$3,500

<p>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$89,750</p>
<p>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,250</p>
<p>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of EL students</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$86,700</p>
	<p>K-12</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

GOAL:	GOAL #3: Engage parents through education, communication, and collaboration to promote student academic success & engagement	Related State and/or Local Priorities: 1__ 2_X 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Parents expressed concerns regarding new state and federal mandates as they pertained to their student's education and well-being.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually. 2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles	K-12	_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4,000
Costs associated with hosting parent workshops & trainings: ❖ Common Core 101 ❖ How to interpret assessments ❖ CST Scores ❖ How to navigate the public school system Other parent related topics of concern	K-12	_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,500

Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students.	K-12	<input checked="" type="checkbox"/> <u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1) Implement strategic plan, collect data, assess impact that parent involvement has increased by 10% based on previous year data. 2) Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2016-15 school year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Funds will be used to implement the strategic plan as outlined in 2016-15 school year. Additionally, funds will cover the cost of disaggregating data in a manner that can be translated to all families.	K-12	<input checked="" type="checkbox"/> <u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,250
Costs associated with hosting parent workshop & trainings: <ul style="list-style-type: none"> ❖ Common Core 202 ❖ How to interpret assessments ❖ CAASPP Scores ❖ How to navigate the public school system In addition to other tools to engage and promote student success from home.	K-12	<input checked="" type="checkbox"/> <u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,700
Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.	K-12	<input checked="" type="checkbox"/> <u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000

LCAP Year 3: 2018-19

Expected Annual	1) Continue to implement strategic plan, collect data & assess long-term impact
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Measurable Outcomes:	2) Expand school wide volunteer opportunities in coordination with PTLC 3) Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2015-16 school year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Funds will be used to implement the strategic plan as outlined in 2015-16 school year. Additionally, funds will cover the cost of disaggregating data in a manner that can be translated to all families.	K-12	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,250
Costs associated with hosting parent workshop & trainings: ❖ Common Core 303 ❖ How to interpret assessments ❖ CAASPP Scores ❖ How to navigate the public school system In addition to other tools to engage and promote student success from home.	K-12	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$6,700
Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.	K-12	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$7,000
GOAL:	GOAL #4: To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of all students.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local: Specify _____
Identified Need:	LFCS serves a large population with a vast range of socio-economic statuses. Stakeholders agree that in order to blend the diversity within our school population and create a joyful learning environment that meets the social, emotional, physical and academic needs for student well-being a safe well-maintained environment is necessary.		
Goal Applies to:	Schools:	All	

Applicable Pupil Subgroups: All Students			
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. 2) 90% of Grade K-8 students will participate in quarterly community service projects. 3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. 4) 90% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. 5) Decrease the number by 6% of students missing 18 days or more. 6) Identify students for academic intervention & provide an Individualized Learning Plan (ILP) for each student, K-8 7) Identify Students 9-12 for academic intervention & provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$42,013
LFCS will provide targeted academic intervention at no cost to families over the summer, to include: <ul style="list-style-type: none"> ❖ Summer Camp programs (Camp Catch-Up) ❖ Summer EL Programs ❖ Summer High School Math Programs 	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$110,134
Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,230

<p>LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,280</p>
<p>Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$28,500</p>
<p>Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,230</p>
<p>In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will <u>provide counselors, advisors, and/or mental health</u> professionals to help students meet their academic, emotional, mental and social goals.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL -----OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$65,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. 2) 95% of Grade K-8 students will participate in quarterly community service projects. 3) 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. 4) 95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. 5) Decrease the number by 5% of students missing 18 days or more. 6) Identify students for academic intervention & provide an Individualized Learning Plan (ILP) for each student , K-8 7) Identify Students 9-12 for academic intervention & provide an Individualized Learning Plan (ILP) thru the LCHS Academy program. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted</p>

			Expenditures
A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,685
LFCS will provide targeted academic intervention at no cost to families over the summer, to include: ❖ Summer Camp programs (Camp Catch-Up) ❖ Summer EL Programs ❖ Summer High School Math Programs	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$117,200
Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,500
LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$850
Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,500

Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,200
In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$88,500
	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. 2) 100% of K-8 students will participate in quarterly community service projects. 3) 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. 4) 95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. 5) Decrease the number by 4% of students missing 18 days or more. 6) Identify students for academic intervention & provide an Individualized Learning Plan (ILP) for each student , K-8 7) Identify Students 9-12 for academic intervention & provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22,500

<p>LFCS will provide targeted academic intervention at no cost to families over the summer, to include:</p> <ul style="list-style-type: none"> ❖ Summer Camp programs (Camp Catch-Up) ❖ Summer EL Programs ❖ Summer High School Math Programs 	K-12	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$120,500
<p>Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.</p>	K-12	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$6,500
<p>LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.</p>	K-12	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$850
<p>Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.</p>	K-12	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$28,500
<p>Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.</p>	K-12	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$4,200

<p>In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$91,500</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Implementation of a school-wide Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____</p>
<p>Goal Applies to: Schools: <u>ALL</u> Applicable Pupil Subgroups: <u>All Students</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1) 85% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3rd-8th will be assessed in ELA/Math using benchmark assessments 3 times per year 4) All students K-8 will be assessed in Reading at least 2 times per year; and annual growth targets will be developed 5) CAASPP Assessment in ELA and Math will serve to determine baseline 6) 10th grade CASHEE assessment will serve to determine baseline as well. 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1) 85% of teachers will meet highly qualified criteria. – MET 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core – LFCS TEACHERS DEVELOPED MATERIALS AND TRANSITIONAL MATERIALS WERE PURCHASED IN LIEU OF ADEQUATE PUBLISHED FOR ELA CURRCULUM. WE CONTINUE TO RESEARCH OUTSTANDING NEW CURRICULUM THAT HAS BEEN VETTED AS BEING COMMON CORE ALIGNED AND EDUCATIONALLY SOUND. NEW MATH MATERIALS WERE PURCHASED K8 3) All students 3rd-8th will be assessed in ELA/Math using benchmark assessments 3 times per year. - MET 4) All students K-8 will be assessed in Reading at least 2 -times per year; and annual growth targets will be developed. THIS GOAL PARTIALLY MET. 5) CAASPP Assessment in ELA and Math will serve to determine baseline. CASPP ADMINISTERED. DATA BEING ANALYZED TO DETERMINE BASELINES 6) CASHEE WAS DROPPED AS A HIGH SCHOOL ASSESSMENT TOOL
<p>LCAP Year: 2015-2016</p>		

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: <ul style="list-style-type: none"> ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become NCLB certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher training and mentoring. 	\$12,000	Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: <ul style="list-style-type: none"> ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become NCLB certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher training and mentoring. THIS GOAL HAS BEEN MET IN A VARIETY OF WAYS, THROUGH INDIVIDUAL TEACHERS BECOMING CLAD CERTIFIED, AND RECEIVING ADDITIONAL SUPPLEMENTAL CREDENTIALS. ALL STAFF HAS BEEN TRAINED IN COMMON CORE IMPLEMENTATION AT A VARYING LEVEL OF UNDERSTANDING. ADDITIONALLY ALL STAFF HAS BEEN TRAINED IN THE BASICS OF BRAIN COMPATIBLE CLASSROOM TECHNIQUES. NEW STAFF HAVE BEEN COACHED AND MENTORED SPECIFICALLY BY A COACH AND A LEAD TEACHER. LEAD TEACHERS AND ADMIN WERE TRAINED IN COACHING STRATEGIES.	\$72,311
Scope of service: K-12 <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: K-12 <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math For Science & History	\$45,000 \$25,000	Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math (2016-15);	\$54,297

		TIME WAS GIVEN FOR TEACHERS TO ALIGN AND DEVELOP CURRICULUM THAT WOULD ALIGN WITH CC STANDARDS. ANCILLARY MATERIALS WERE ALSO PURCHASES AS NEEDED IN LANGUAGE ARTS. NEW MATH CURRICULUM WAS PURCHASED FOR K8. For Science & History (2015-16) NO MATERIALS WERE PURCHASED FOR SCIENCE OR HISTORY, HOWEVER HS TEACHERS WERE GIVEN SPECIFIC TIME TO DEVELOP RESOURCES TO ALIGN WITH NGSS.	
Scope of service: K-8		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School	\$2,000	IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP/SBAC Testing to Grades 3-8 and High School - THE INCREASED NUMBER OF COMPUTERS PURCHASED PROVIDED ADEQUATE COVERAGE TO ADMINISTER THE CASSPP WITH MINIMAL DIFFICULTY	\$74,106
Scope of service: K-8		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.	\$2,500 \$12,840		\$31,563

Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Upon reflection of our goals and actions in this area, the greatest area of change was that of needing more technology. It is anticipated that in the future this will be the largest need for administration of the mandated testing. Additionally, in order to provide adequate resources that are CC aligned we will continue to research outstanding programs that not only claim to be cc aligned, but are proven to actually be appropriately developed resources for our programs. A new math program K8 was implemented this year, as was a new writing and keyboarding program. Other content areas will be researched this year for future implementation.</p>	
Original GOAL from prior year LCAP:	<p>GOAL #2: To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development on 21stCentury instruction; Common Core State Standards (CCSS).</p>		<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____</p>
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies. With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT Increase EL Reclassification Rates by 5% annually Students with Disabilities will meet annual IEP Goals Administer annual staff surveys 		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies. MET With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT THIS DATA HAS NOT BEEN VALIDATED YET Increase EL Reclassification Rates by 5% annually THIS DATA HAS NOT BEEN VALIDATED YET

- 4) Students with Disabilities will meet annual IEP Goals
THIS DATA HAS NOT BEEN VALIDATED YET
- 5) Administer annual staff surveys. MET

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development for all teachers & admin will be provided in the following arenas: <ul style="list-style-type: none"> ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies ❖ Restorative Justice ❖ Visible thinking and visible learning training 	\$15,230		\$11,450
Scope of service: K-12 <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: K-12 <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff, time to review student achievement data and implement plans of action to improve student achievement.	\$8,153	THROUGH OUT THE SCHOOL YEAR ON A MONTHLY BASIS 9-12 STAFF WERE GIVEN ADDITIONAL PLANNING TIME TO DEVELOP PROGRAMS, ANALYZE DATA AND PLAN AS TEAMS. ADDITIONALLY K8 TEAMS WERE GIVEN PLANNING TIME EACH SEMESTER. ALL GRADE LEVEL TEAMS RECEIVED TRAINING THROUGHTOUT THE YEAR IN A VARIETY OF AREAS RELATING TO TECHNOLOGY, TEACHING STRATEGIES, COMMON CORE, LESSON PLANNING AND CLASSROOM MANAGEMENT. A WEEK OF TRAINING OCCURS FOR ALL STAFF PRIOR TO THE FIRST DAY OF SCHOOL. DURING THE SUMMER AP HS STAFF ATTEND TRAINING	\$8,459

		SESSIONS. OTHER STAFF ATTEND RELATED TRAININGS AS IT IS POSSIBLE.	
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	\$3,000	LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. EXPENSES EXCEEDED PROJECTION	\$3,664
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.	\$500	Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. MET	\$500
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.</p>	<p>\$25000 \$3000</p>	<p>EL expenditures to include CELDT Testing, Testing Coordinator salary. MET Resources needed to develop benchmark assessments for EL Learners. MET</p>	<p>\$68,588</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.</p>	<p>\$3,153</p>		<p>\$6,844</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's</p>	<p>\$3,077</p>	<p>An EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's MET</p>	<p>\$72,236</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

__Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	__Foster Youth __Red-esigned fluent English proficient __Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The collection of data to ensure programs are being effective is not solid enough. #2, 3 and 4, are good goals, however, determining a meaningful way to collect the data that makes sense is not in place. Those three goals may need to be crafted differently. In the future a greater effort will be made to ensure data collection is much more intentional. While the goal is to reclassify our EL students, we do not want to appear to be “quick” to reclassify to produce a statistic when not in the best interest of a student’s educational progress or support. As it stands with goal #2:44% of our EL students increased at least one proficiency level. #3: The %’s on this goal are not reflective of our progress since our standard metric has been changed from the STAR scores. Our new metric is more detailed requiring a greater standard for proficiency for reclassification. For that reason it appears that our reclassification rates are diminishing: 2014-2015: 34 Reclass out of 446 total ELLs = 8% of EL pop reclassified (down 3%) 2015-2016: 20 Reclass out of 456 total ELLs = 4% of EL pop reclassified (down 4%)</p> <p>Additionally, observation of our EL teachers in action should be more intentional. The numbers for our SPED goal as well is a more complicated metric. In flat numbers it appears that 49% of all SPED students made progress on at least one goal. However, the measuring of each student’s completion of their goals is a more complex formula than a flat %. We are developing a more telling way to record progress for the upcoming year. It will be necessary to allocate more funding for SPED support. It is also anticipated that ongoing intentional staff development will continue to be a strong focus of LFCS.</p>
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Original GOAL from prior year LCAP:	GOAL #3: Engage parents through education, communication, and collaboration to promote student academic success & engagement.	Related State and/or Local Priorities: 1__ 2_X 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students
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<p>Expected Annual Measurable Outcomes:</p>	<p>1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually.</p> <p>2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually. PARENT VOLUNTEER HOURS WILL TOP 15,000 THIS YEAR K12. THIS IS THE FIRST YEAR TO MEASURE WITH GREAT ACCURACY DUE TO A NEW SIGN IN SYSTEM. COMPARITIVLY, THIS WOULD APPEAR 5-10% GREATER THAN LAST YEAR.</p> <p>2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation. HOSTED 3 PARENT CONNECTION MEETINGS</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles	\$4,000	Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles LFCS HAS A STRONG PARENT CONNECTION AND HAS WORKED WELL WITH OUR PARENT ORGANIZATION TO DEVELOPMENT A CONTINUM OF LEADERSHIP.	\$,2250
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Costs associated with hosting parent workshops & trainings: ❖ Common Core 101	\$1500	3 PARENT CONNECTION MEETINGS WERE HOSTED WITH A VARYING NUMBER IN ATTENDANCE. THE ATTENDANCE IS MORE SPORADIC THAN DESIRED.	\$1,678

<ul style="list-style-type: none"> ❖ How to interpret assessments ❖ CST Scores ❖ How to navigate the public school system <p>Other parent related topics of concern</p>		<p>ADDITIONALLY SEVERAL PARENT ENGAGEMENT OPPORTUNITIES WERE DEVELOPED ACROSS THE GRADE LEVELS WHICH PROVIDED OPPORTUNITIES FOR PARENT EDUCATION AND PARTICIPATION.</p>	
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students</p>	<p>\$1500</p>	<p>TRANSLATORS WERE USED DURING PARENT CONFERENCES, HOWEVER PARENT VOLUNTEERS ALSO SERVED AS TRANSLATORS FOR A VAREITY OF EVENTS IN WHICH NO EXPENSE WAS INCURRED.</p>	<p>\$6,875</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>While LFCS has a strong parent community, it is difficult to get parents informed on matters that are important to the charter movement. Informed parents suggested using a variety of media ways to get the information to unaware parents. This year we used a school Facebook page, a PTLC Facebook page and a twitter account to connect via social media. We are developing an online parent orientation course as well for parents to use as they return to school in the fall.</p>		

Original GOAL from prior year LCAP:	GOAL #4: To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, socials, emotional and physical needs of all students.		Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ <u>X</u> 5__ <u>X</u> 6__ <u>X</u> 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups: All Students
Expected Annual Measurable Outcomes:	1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. 2) 90% of Grade K-8 students will participate in quarterly community service projects. 3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. 4) 90% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. 5) Decrease the number by 6% of students missing 18 days or more. 6) Identify students for academic intervention & provide an Individualized Learning Plan (ILP) for each student, K-8 7) Identify Students 9-12 for academic intervention & provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.		Actual Annual Measurable Outcomes: 1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. MET 2) 90% of Grade K-8 students will participate in quarterly community service projects. MET 3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. MET 4) 90% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. 100% OF SENIORS 5) Decrease the number by 6% of students missing 18 days or more. DATA NOT ANALYZED FOR THIS YEAR 6) Identify students for academic intervention & provide an Individualized Learning Plan (ILP) for each student, K-8. THE RTI PROCESS REPLACED THIS 7) Identify Students 9-12 for academic intervention & provide an Individualized Learning Plan (ILP) thru the LCHS Academy program. MET, RTI ALSO REPLACED THE ILP.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.</p>	<p>\$42,013</p>	<p>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance. LFCS HAS MINIMAL CHRONIC ABUSES OF SCHOOL ATTENDANCE. STAFF HAS BEEN TRAINED AND A SCHOOL WIDE PROGRAM WAS DEVELOPED TO BE MORE EFFICIENT AND EFFECTIVE. IMPLEMENTATION WAS SLOW.</p>	<p>\$14,680</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LFCS will provide targeted academic intervention at no cost to families over the summer, to include:</p> <ul style="list-style-type: none"> ❖ Summer Camp programs (Camp Catch-Up) ❖ Summer EL Programs ❖ Summer High School Math Programs. 	<p>\$10,134</p>	<p>ALL OF THESE PROGRAMS WILL BE ONGOING THROUGHOUT THE SUMMER MONTHS</p>	<p>\$62,489</p>
<p>Scope of service: K-12</p>		<p>Scope of service: K-12</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.</p>	<p>\$6,230</p>	<p>THE SST PROCESS HAS TRANSITIONED INTO THE RTI PROCESS. ADDITIONALLY SPECIAL EDUCATION SERVICES ARE IMPLEMENTED AS NEEDED AS IDENTIFIED IN AN IEP OR RTI. COMMUNICATION WITH PARENTS IS ONGOING THROUGHOUT THIS PROCESS.</p>	<p>\$8,156</p>

Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.	\$2,230	LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement. MET	\$780
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.	\$0	Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year. MET	\$17,228
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined	\$12,230	Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly	\$4,021

rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.		defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects. MET	
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	\$35,000	In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. THE RTI PROCESS HAS REPLACED THE ILP. ALL OTHER ASPECTS OF THIS GOAL HAVE BEEN MET.	\$79,929
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While poor attendance is not a major chronic problem at LFCS, it is important to develop a more efficient manner of monitoring chronic absences at the K8 level. Additionally, continuing to develop strong programs that provide positive practices for handling difficult situations among students regarding behavior and a positive school culture will be ongoing. Specific strategic staff will be trained in strategies to support the idea of a “joyful” school community. The admin team as well as multiple lead teachers were trained in Restorative Justice practices.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>560,387.00</u>
2015-2016 Supplemental Grant Funds provided services in the way of professional development for teachers and support staff and providing coverage for teachers while off campus for training. Also included were funds for a full time EL (language support) coordinator, EL training for staff, workshops for parents of EL students and the cost for related instructional materials. Funds were expended for staff and materials to provide targeted intervention, leadership training and attendance review. In addition, significant technology was purchased, more than three times the originally budgeted amount in the 2015-16 LCAP. Counseling and related training and services were provided to address specific student needs related to and including mental health.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the

services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.04	%
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The 2016-17 supplemental grant amount is calculated to be \$615,903 and the minimum proportionality is 5.04% in relation to the base funding. In 2015-2016, LFCS expensed \$602,104.00 to provide additional services to the over 45% unduplicated students at Literacy First Charter Schools. Student access to technology was substantially increased with the use of Supplemental Grant funds. In 2016-17, funds will be expended to further advance professional growth opportunities with an instructional focus to better serve EL students and improve intervention techniques for under performing students who comprise the unduplicated count..

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).