# Literacy First Charter Schools

*"The tree of knowledge begins with literacy."*

# Local Control & Accountability Plan

# 2017-18

<p style="text-align:center">Literacy First Charter Schools Living LCAP</p>

*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 students 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.**

# Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Literacy First Charter Schools | | |
|---|---|---|---|
| Contact Name and Title | Debbie Beyer, Executive Director | Email and Phone | <u>Debbie.beyer@Lfcsinc.org</u><br>619-579-7232 |

RTI

# 2017-20 Plan Summary

**THE STORY**

Briefly describe the students and community and how the LEA serves them.

Literacy First Charter Schools is a located in East San Diego County. The school is located at four separate sites, serving a diverse population, reflective of the communities we serve, of students K-12th grade. Additionally, LFCS includes Freedom Academy, an independent study program for students K-8. The Literacy First Charter Schools' **Mission** states that:

We exist to **nurture** the whole child from kindergarten through high school graduation by **igniting** a passion for comprehensive L I T E R A C Y and **equipping** our students to wholeheartedly participate in their community.

**OUR VISION** is: Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn. LFCS desires to shape

**L** Literate, life-long learners

**I** Independent thinkers

**T** Technologically literate citizens

**E** Enthusiastic and highly qualified teachers

**R** Reliable assessments that provide students a productive educational experience

**A** Aspiring leaders who positively impact their community

**C** Community that understands and supports the mission of LFCS

**Y** Yearly fiscal sound budget

**OUR VALUES** are the following:

**NURTURE**

All children will be known, recognized for their unique and creative nature and be comfortable to take risks. All staff will be invested in the success of each student through continuous professional development All parents will be recognized as invaluable resources

 **IGNITE**

All children will be cultured, and literate in a wide-range of subjects All staff will have an enthusiasm for teaching using research proven methods where student success is expected About Our School All parents will be enthusiastically drawn into the school environment

**EQUIP**

All children will be self-directed, life-long learners and innovative leaders All staff will encourage students to be productive, independent, values-conscious thinkers All families will serve as links to the community where students can become informed participants in the democratic process.

**LCAP HIGHLIGHTS**

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

It seemed that if we were going to develop a driving document that would be meaningful, it needed to be structured in such a way that everyone in the organization from housekeeping through the executive director, parents and students would have the ability to understand in a simple manner the point of this process. For that reason, the LCAP team was intentional in the number of goals, the range of their inclusion and the purpose behind them. An acrostic was developed that aligns with these goals so that all stakeholders can clearly recognize what our goals are and why. Every member of our organization understands their "job" in accomplishing these goals for the benefit of our K12 student population.

The acrostic is **TAPS**: Teachers Trained

Academic Accountability

Parent Connected

Students Protected

**REVIEW OF PERFORMANCE**

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

**GREATEST PROGRESS**

LFCS implemented an intervention program that was more intentional and research driven this year. It has a strong progress monitoring tool. With these services, we were able to see a significant growth in the initial reading ability of many of our struggling readers. Intervention specialists along with our Language Support Staff worked closely in providing services and in monitoring progress of these students. Students supported by this program were Language support students and students that were on a Tier 2 or Tier 3 RtI.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

While LFCS overall data is very high, we will continue to work to develop the skills of our lowest Language support students. These generally tend to be the most needy students that are new to the country or have been in poorly performing schools prior to coming to LFCS. Additionally, we will continue to work to develop our students with disabilities numbers to ensure maximum progress given the needs of each individual student. At the high school level are programs will continue to develop to provide a broader variety of classes to meet a variety of interests and educational pathways.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

While LFCS overall data is high comparatively speaking, we will continue to work to develop more effective ways to increase our college readiness numbers, our AG course offerings at the high school and ways to increase our Hispanic math scores 3-8 to be consistent with the scores of other subgroups.

## INCREASED OR IMPROVED SERVICES

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

LFCS has developed a school wide in house monitoring tool that allows us to track student progress for all students that are in any special program, including Language support, Rti and Resource students. This program will provide valuable, easily accessible information for staff that pertain specifically to their students only. This type of accountability and monitoring will allow progress monitoring and program modification to occur in a much more fluid and real time manner.

## [BUDGET SUMMARY](#)

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

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $15,953,360.00 |

| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $1,205,225.00 |
| --- | --- |

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

While the Supplemental Grant ($1,183,097) will be used to support described programs and budgeted accordingly, it is anticipated the some general purpose revenue is budgeted ($22,128) to cover the programmatic needs, additional staff training opportunities, and the cost of changes to English Learner testing.

| $16,460,515 | Total Projected LCFF Revenues for LCAP Year |
| --- | --- |

# Annual Update

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

| **Goal 1** | 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 |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE | 1   2   3   4   5   6   7   8 |
|---|---|---|
| | COE | 9   10 |
| | LOCAL | _____ |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 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. <br> 2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT <br> 3) Increase EL Reclassification Rates by 5% annually <br> 4) Students with Disabilities will meet annual IEP Goals <br> 5) Administer annual staff surveys | 1) All students will be instructed by teachers who engage in ongoing professional development including CCSS in Math, ELA, and brain based, research proven strategies, including Visible Learning. <br> 2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT <br> 3) Reclassification Rates this year 11% based on the total EL population <br> 4) While this is a complicated measure, 68% Students with Disabilities will meet annual IEP Goals <br> 5)  Goal met. |

## ACTIONS / SERVICES

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

| Action | **1** |
|---|---|

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>Professional Development for all teachers & admin will be provided in the following arenas:<br>❖ Brain Compatible Strategies<br>❖ Developing Benchmark Assessments<br>❖ Common Core Implementation<br>❖ EL Strategies | **ACTUAL**<br>Professional Development for all teachers & admin will be provided in the following arenas:<br>❖ Brain Compatible Strategies<br>❖ Developing Benchmark Assessments<br>❖ Common Core Implementation<br>EL Strategies |
| Expenditures | **BUDGETED**<br>$25,230 | **ESTIMATED ACTUAL**<br>$25,230 |

**Action 2**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>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. | **ACTUAL**<br>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 |
| Expenditures | **BUDGETED**<br>$26,850 | **ESTIMATED ACTUAL**<br>$26,850 |

**Action 3**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. | **ACTUAL**<br>LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. |
| Expenditures | **BUDGETED**<br>$4,000 | **ESTIMATED ACTUAL**<br>$4,000 |

| Action | 4 |
| --- | --- |

| Actions/Services | PLANNED<br>Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.. | PLANNED<br>Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.. |
| --- | --- | --- |
| Expenditures | BUDGETED<br><br>$2500 | ESTIMATED ACTUAL<br><br>$2500 |

| Action | 5 |
| --- | --- |

| Actions/Services | PLANNED<br>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners. | ACTUAL<br>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners |
| --- | --- | --- |
| Expenditures | BUDGETED<br><br>$78,600 | ESTIMATED ACTUAL<br><br>$84,280 |

| Action | 6 |
| --- | --- |

| Actions/Services | PLANNED<br>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met. | ACTUAL<br>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met |
| --- | --- | --- |
| Expenditures | BUDGETED<br><br>$12,153 | ESTIMATED ACTUAL<br><br>$16,528 |

| Action | 7 |
| --- | --- |

| Actions/Services | PLANNED<br>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of EL students | PLANNED<br>A part time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of EL students |
| --- | --- | --- |

| Expenditures | BUDGETED<br><br>$84,200 | ESTIMATED ACTUAL<br><br>$76,528 |
|---|---|---|

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/ services to achieve the articulated goal. | This goal was implemented in a very dynamic and intentional manner. New ELA/Math Curriculum made it necessary for all staff K8 and all ELA and Math teacher at the high school level to receive specific training in the new programs purchased. Additionally, a new initiative on John Hattie's Visible Thinking was implemented. All staff received training multiple times throughout the year on this topic. Teams developed specific strategies and timelines to ensure that all parts of their programs were being implemented. |
| Describe the overall effectiveness of the actions/ services to achieve the articulated goal as measured by the LEA. | This was a beginning. A new curriculum is like a wormhole. There is only so much to absorb at a time. As the year progressed our staff realized that there was much more to know. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The budget was designed to support described programs. It was anticipated that some general purpose revenue might be required ($22,128) to cover the programmatic needs, additional staff training opportunities, and the cost of changes to English Learner testing, and delivery of services. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Overall, this goal was met and will continue to be met. Our team is dynamic and intent on using our new programs to the fullest. For that reason, our staff is doing research on the additional supports and resources that our new materials have to offer. There is a plan in the fall during training to begin to unpack many of the new "undiscovered" gems available through our new programs. |

## Goal 2

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.

State and/or Local Priorities Addressed by this goal:

| STATE | 1 2 3 4 5 6 7 8 |
|---|---|
| COE | 9 10 |
| LOCAL | _____ |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 1) 85% of teachers will meet highly qualified criteria.<br>2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core<br>3) All students 3rd-8th will be assessed in ELA/Math using benchmark assessments 3 times per year<br>4) All students K-8 will be assessed in Reading at least 2 times per year; and annual growth targets will be developed<br>5) CAASPP Assessment in ELA and Math will serve to determine baseline<br>6) 10th grade CASHEE assessment will serve to determine baseline as well. | 1) This goal was met.<br>2) This goal was met.<br>3) This goal was partially met, in that due to SBAC testing, the 3rd measure was difficult to accomplish for upper grades due to use of computers<br>4) Goal met.<br>5) Goal met.<br>6) CAHSEE is no longer administered. |

## ACTIONS / SERVICES

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

Action **1**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:<br>❖ Coursework for supplemental credentials<br>❖ CLAD certifications<br>❖ Coursework to become certified<br>❖ Common core implementation training<br>❖ Brain compatible classroom training.<br>❖ New Teacher training and mentoring. | Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:<br>❖ Coursework for supplemental credentials<br>❖ CLAD certifications<br>❖ Coursework to become certified<br>❖ Common core implementation training<br>❖ Brain compatible classroom training.<br>❖ New Teacher training and mentoring. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | $37,800 | $37,800 |

Action **2**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math.<br>For Science & History | Common core aligned curriculum & instructional materials were purchased for ELA & Math. |

| Expenditures | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| | $64,460 | $71,322 |

| Action | **3** | | |
|---|---|---|---|

| Actions/Services | PLANNED<br> 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 | ACTUAL<br> IT Tech Support and infrastructure upgrades e purchased to allow for implementation & administration for CAASPP/SBAC Testing to Grades 3-8 and High School |
|---|---|---|
| Expenditures | BUDGETED<br>$28,400 | ESTIMATED ACTUAL<br>$28,420 |

| Action | **4** | | |
|---|---|---|---|

| Actions/Services | PLANNED<br>LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research. | ACTUAL<br> LFCS purchased new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research. |
|---|---|---|
| Expenditures | BUDGETED<br>$42,764 | ESTIMATED ACTUAL<br>$68,422 |

[ANALYSIS](#)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| Describe the overall implementation of the actions/ services to achieve the articulated goal. | This is a multi-faceted goal due to the breadth of the goal. At the K8 level this has included the implementation of quarterly assessments to determine baseline data and achievement. This year a new program AIMS web was implemented at the 1-8 level which added an additional layer of assessments onto the already full schedule. The SBAC program requires a lengthy period of time to implement due to the online component. Because of the transfer from AIMS, additional testing to maintain consistency with data we historically have used was also included. |
|---|---|

| Describe the overall effectiveness of the actions/ services to achieve the articulated goal as measured by the LEA. | Because of the multiple layers with AIMS, Rigby, Scantron, and finally SBACC, there was a lot of assessing going on at the K8 level. At the high school level quarterly benchmark assessments have been developed to ensure ongoing and continuous learning is occurring and being maintained. This technique has garnered very positive results at the high school levels. Additionally at the high school level teams working in content and grade level groups have determined what the expectation for grade level and content are and maintained a consistent system of assessment across the span of 9-12. |
|---|---|
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The LCAP program budget was $1,183,000. ($1,183,097)  Some general purpose revenue was used ($22,128) to cover the programmatic needs that exceeded the budgeted dollars.  Additional staff training opportunities, and the cost of changes to English Learner testing required the budget to be expanded. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | As we analyze our data at the K8 level we will determine if we keep the previous historical testing using Scantron and Rigby. It may be the AIMS does all that we need in order to be specific and efficient in assessing. |

# Goal 3

Engage parents through education, communication, and collaboration to promote student academic success & engagement

State and/or Local Priorities Addressed by this goal:

| STATE | 1  2  3  4  5  6  7  8 |
|---|---|
| COE | 9  10 |
| LOCAL | _____ |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually.<br>2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation. | 1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually.<br>2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation<br>3) Hosted 3 Language support meetings to bring parents into the process of understanding their student language needs. |

## ACTIONS / SERVICES

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

## Action 1

| PLANNED | ACTUAL |
|---|---|
| Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles | Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles |

**Actions/Services**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| $4,000 | $4000 |

**Expenditures**

## Action 2

| PLANNED | PLANNED |
|---|---|
| Costs associated with hosting parent workshops & trainings:<br>❖ Common Core 101<br>❖ How to interpret assessments<br>❖ CST Scores<br>❖ How to navigate the public school system<br>Other parent related topics of concern | Costs associated with hosting parent workshops & trainings:<br>❖ Common Core 101<br>❖ How to interpret assessments<br>❖ CST Scores<br>❖ How to navigate the public school system<br>Other parent related topics of concern |

**Actions/Services**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| $5,500 | $5,500 |

**Expenditures**

## Action 3

| PLANNED | ACTUAL |
|---|---|
| Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students. | Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students. |

**Actions/Services**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| $1,500 | $1,500 |

**Expenditures**

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/ services to achieve the articulated goal. | There has been great effort made to communicate with our parents in a effective manner. Multiple ways have been employed. A social media pathway has been utilized as well as email communication through eblasts and individual classroom connections. The traditional school newsletter is sent out twice monthly. The parent connection meetings were hosted quarterly and addressed a variety of topics as seemed pertinent to the "social media" buzz. Included in these topics were our LCAP process, budgets, political action for charters and a variety of other relevant topics. These meetings were all hosted at a different time with the hope of getting a different group of providing an alternate option for working parents. Our student led parent conferences also provided a great opportunity for families to be a very integral part of their student's educational process. Our DELAC teas are very well attended as are our back to school nights and Open Houses with a 70% parent turnout overall. Finally, we have developed and online parent orientation process so that returning families may do an online orientation at the beginning of the school year, rather than attend in person (required for all NEW to LFCS families). |
| Describe the overall effectiveness of the actions/ services to achieve the articulated goal as measured by the LEA. | It is often discouraging when multiple pathways are provided for parents to get information and somehow they don't! While we have 1000's of volunteer hours with our parents involved on campus and at events, getting them to come to information meetings is another thing. We do have very active parents that have chosen a school of choice. The percentage that attend our info meeting is not proportionate to the number of parents that are really involved in the classroom or at events. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | While the Supplemental Grant ($1,183,097) will be used to support described programs and budgeted accordingly, it is anticipated the some general purpose revenue is budgeted ($22,128) to cover the programmatic needs, additional staff training opportunities, and the cost of changes to English Learner testing. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | We will continue to seek to find ways to enlist parents in our parent connection meetings. |

# 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.

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

| | |
|---|---|
| STATE | 1  2  3  4  5  6  7  8 |
| COE | 9  10 |
| LOCAL | _____ |

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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 Response to Intervention(RTI) for each  student , K-8
7) Identify Students 9-12 for academic intervention & provide an Response to Intervention(RTI) thru the LCHS Academy program.

### ACTUAL

1) Goal met
2) Goal met
3) Goal met
4) Goal met
5) This goal is not realistic as our absent rate is very low.
6) Goal met
7) Goal met

## ACTIONS / SERVICES

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

### Action 1

| | | |
|---|---|---|
| **Actions/Services** | PLANNED<br>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review<br><br>implementation, and developing policies to increase student attendance. | ACTUAL<br>Goal met. |
| **Expenditures** | BUDGETED<br><br>$42,013 | ESTIMATED ACTUAL<br>$43,000 |

| Action | 2 | | |
|---|---|---|---|
| **Actions/Services** | **PLANNED** LFCS will provide targeted academic intervention at no cost to families over the summer, to include:<br>❖ Summer Camp programs (Camp Catch-Up)<br>❖ Summer EL Programs<br>Summer High School Math Programs | | **ACTUAL** Goal met |
| **Expenditures** | **BUDGETED** $110,134 | | **ESTIMATED ACTUAL** $114,210 |

| Action | 3 | | |
|---|---|---|---|
| **Actions/Services** | **PLANNED** 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 RtI's with growth targets or referral to IEP/504 Plan. | | **ACTUAL** Development of a new software program that streamlines the process and allows for ready access to student data and progress monitoring as well as comparative data norms for assessing need to do further intervention. |
| **Expenditures** | **BUDGETED** $6,230 | | **ESTIMATED ACTUAL** $5,722 |

| Action | 4 | | |
|---|---|---|---|
| **Actions/Services** | **PLANNED** 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. | | **ACTUAL** Goal met |
| **Expenditures** | **BUDGETED** $5,280 | | **ESTIMATED ACTUAL** $5,280 |

## Action 5

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year. | **ACTUAL**<br>Goal met |
| **Expenditures** | **BUDGETED**<br>$28,500 | **ESTIMATED ACTUAL**<br>$28,500 |

## Action 6

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>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. | **ACTUAL**<br>Goal met |
| **Expenditures** | **BUDGETED**<br>$12,230 | **ESTIMATED ACTUAL**<br>$12,230 |

## Action 7

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>In order to provide academic intervention for all students, in addition to writing Response to Intervention plans (RTI) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. | **ACTUAL**<br>Goal met |
| **Expenditures** | **BUDGETED**<br>$65,000 | **ESTIMATED ACTUAL**<br>$69,840 |

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/ services to achieve the articulated goal. | LFCS is very intent on this goal. During any school break any number of school "fix or maintain" projects are occurring. This is important to the overall health of our mindset for a great school. It needs to look, smell and be SHINY all the time. |
| Describe the overall effectiveness of the actions/ services to achieve the articulated goal as measured by the LEA. | Our students, families, visitors and friends comment continually about how well taken care of and clean our facilities are. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | While the Supplemental Grant ($1,183,097) will be used to support described programs and budgeted accordingly, it is anticipated the some general purpose revenue is budgeted ($22,128) to cover the programmatic needs, additional staff training opportunities, and the cost of changes to English Learner testing. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | We will continue to do the same. |

# Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

LFCS engaged a variety of parents, staff and board members in this process.
Parent Connection meetings (quarterly)
Parent Team Meeting information session (January)
DELAC Committee meetings (Fall, Winter, Spring)
Classified Employee meeting (Fall, Spring)
Certificated Staff meeting (Fall training week, Spring)
Board meeting information session (Fall)

IMPACT ON LCAP AND ANNNUAL UPDATE

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

The meetings brought information and awareness to the ownership of each entity in accomplishing the goals set
As a charter school with a strong mission, stakeholders are eager to be a part of the team in order to meet the need
Parents, in general, were surprised at the difference in charter funding which provided further information as they "join in" and become advocates for the movement of "CHOICE"
By and large are families are very pleased with the services, programs and achievement they are experiencing with their own children. This makes for a very unified team.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

| New | Modified | Unchanged |
|-----|----------|-----------|

| **Goal 1** | To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development on 21stCentury instruction; Common Core State Standards (CCSS). |
|-----------|---------|

State and/or Local Priorities Addressed by this goal:

| STATE | 1  2  3  4  5  6  7  8 |
|-------|-------------------------|
| COE | 9  10 |
| LOCAL | _____ |

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
| 1A | 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. | Maintain baseline | Maintain baseline | Maintain baseline |
| 2B | With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC | Maintain baseline | Maintain baseline | Maintain baseline |
| 4E | Increase EL Reclassification Rates by an additional 5% annually | Maintain baseline | Maintain baseline | Maintain baseline |

| 1B | Students with Disabilities will meet annual IEP Goals | Maintain baseline | Maintain baseline | Maintain baseline |
|----|------|------|------|------|
| 6C | Administer annual staff surveys | Maintain baseline | Maintain baseline | Maintain baseline |

PLANNED ACTIONS / SERVICES

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

Action    **1**

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

| | | | |
|---|---|---|---|
| Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

**OR**

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

| | | | |
|---|---|---|---|
| Students to be Served | English Learners | Foster Youth | Low Income |
| Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) | | |
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| Professional Development for all teachers & admin will be provided in the following arenas:<br>❖ Brain Compatible Strategies<br>❖ Developing Benchmark Assessments<br>❖ Common Core Implementation<br>❖ EL Strategies<br>In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction. | Professional Development for all teachers & admin will be provided in the following arenas:<br>❖ Brain Compatible Strategies<br>❖ Developing Benchmark Assessments<br>❖ Common Core Implementation<br>❖ EL Strategies<br>In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction. | Professional Development for all teachers & admin will be provided in the following arenas:<br>❖ Brain Compatible Strategies<br>❖ Developing Benchmark Assessments<br>❖ Common Core Implementation<br>❖ EL Strategies<br>In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction |

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $15,800 | Amount | $16,200 | Amount | $16,400 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Salaries | Budget Reference | Certificated Salaries | Budget Reference | Certificated Salaries |

Action     **2**

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

| | | |
|---|---|---|
| Students to be Served | All        Students with Disabilities        [Specific Student Group(s)]_____ | |
| Location(s) | All schools        Specific Schools:_____        Specific Grade spans:_____ | |

**OR**

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

| | |
|---|---|
| Students to be Served | English Learners        Foster Youth        Low Income |
| Scope of Services | LEA-wide        Schoolwide        **OR**  Limited to Unduplicated Student Group(s) |
| Location(s) | All schools        Specific Schools:_____        Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $28,500 | Amount | $31,500 | Amount | $31,500 |

| Source | 5200-000 | Source | 5200-000 | Source | 5200-000 |
|---|---|---|---|---|---|
| Budget Reference | Staff Training | Budget Reference | Staff Training | Budget Reference | Staff Training |

Action     **3**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)]_____

Location(s)     All schools     Specific Schools:_____     Specific Grade spans:_____

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide     **OR**
Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools:_____     Specific Grade spans:_____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New     Modified     Unchanged | New     Modified     Unchanged | New     Modified     Unchanged |
| LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. | LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. . | LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $4700 | Amount | $8200 | Amount | $6500 |
| Source | 5200-000 | Source | 5200-000 | Source | 5200-000 |
| Budget Reference | Staff Development | Budget Reference | Staff Development | Budget Reference | Staff Development |

Action     **4**

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

Students to be Served    All     Students with Disabilities     [Specific Student Group(s)]_____

Location(s)    All schools     Specific Schools:_____     Specific Grade spans:_____

**OR**

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

Students to be Served    English Learners     Foster Youth     Low Income

Scope of Services    LEA-wide     Schoolwide    **OR**
Limited to Unduplicated Student Group(s)

Location(s)    All schools     Specific Schools:_____     Specific Grade spans:_____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $3500 | Amount | $3500 | Amount | $3500 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |

Action    **5**

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

Students to be Served    All     Students with Disabilities     [Specific Student Group(s)]_____

Location(s)    All schools     Specific Schools:_____     Specific Grade spans:_____

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

| | | | |
|---|---|---|---|
| [Students to be Served](#) | English Learners | Foster Youth | Low Income |
| [Scope of Services](#) | LEA-wide | Schoolwide | **OR** Limited to Unduplicated Student Group(s) |
| [Location(s)](#) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

## [ACTIONS/SERVICES](#)

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners. | EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners. | EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners. |

## [BUDGETED EXPENDITURES](#)

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $88,600 | Amount | $89,750 | Amount | $91,000 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |

Action   **6**

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

| | | | |
|---|---|---|---|
| [Students to be Served](#) | All | Students with Disabilities | [Specific Student Group(s)]_____ |
| [Location(s)](#) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

**OR**

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

| | | | |
|---|---|---|---|
| [Students to be Served](#) | English Learners | Foster Youth | Low Income |
| [Scope of Services](#) | LEA-wide | Schoolwide | **OR** Limited to Unduplicated Student Group(s) |

| | Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |
|---|---|---|---|---|

<u>ACTIONS/SERVICES</u>

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| Professional Development for all language support teachers and intervention specialist on ELA Frameworks and LFCS masterplan will be provided to insure our reclassification goal is met. | Professional Development for all language support teachers and intervention specialist on ELA Frameworks and LFCS masterplan will be provided to insure our reclassification goal is met. | Professional Development for all language support teachers and intervention specialist on ELA Frameworks and LFCS masterplan will be provided to insure our reclassification goal is met. |

<u>BUDGETED EXPENDITURES</u>

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $32,200 | Amount | $12,250 | Amount | $12,500 |
| Source | 5200-000/1000-1999 | Source | 5200-000/1000-1999 | Source | 5200-000/1000-1999 |
| Budget Reference | Staff Training/Certificated Teachers | Budget Reference | Staff Training/Certificated Teachers | Budget Reference | Staff Training/Certificated Teachers |

Action    **7**

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

| | Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
|---|---|---|
| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ |

**OR**

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

| | Students to be Served | English Learners    Foster Youth    Low Income | |
|---|---|---|---|
| | Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) | |
| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ | |

<u>ACTIONS/SERVICES</u>

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |

| | | |
|---|---|---|
| A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's | A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's | A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $96,400 | Amount | $89,750 | Amount | $89,750 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |

| | | | |
|---|---|---|---|
| | New | Modified | Unchanged |
| **Goal 2** | 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. | | |

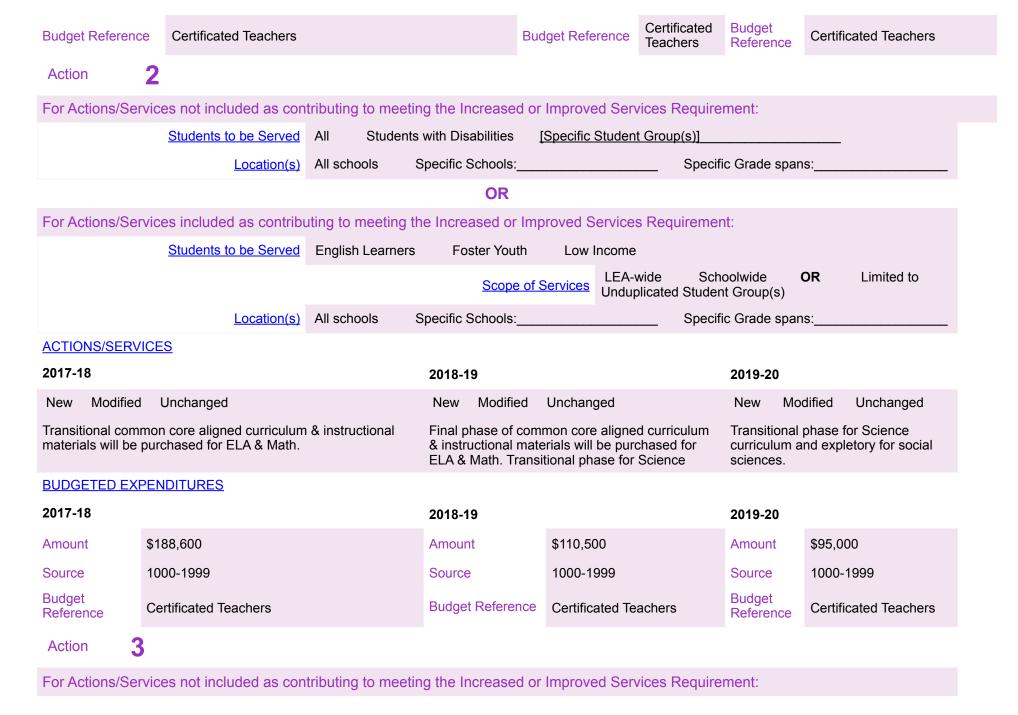| State and/or Local Priorities Addressed by this goal: | STATE 1  2  3  4  5  6  7  8 |
|---|---|
| | COE  9  10 |
| | LOCAL _____ |
| Identified Need | Based on needs assessment conducted with lead teachers, department heads and the administration team it was concluded that current curriculum was not satisfactory to meet the goal. |

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1A | Teachers will meet highly qualified criteria | 90% of teachers will meet highly qualified criteria | 95% of teachers will meet highly qualified criteria. | 97% of teachers will meet highly qualified criteria. |
| 1B | All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core | Maintain baseline | Maintain baseline | Maintain baseline |

| | | | | |
|---|---|---|---|---|
| 4B | All students 3rd-8th will be assessed in ELA & Math Benchmark Assessments: 3 times per year | Maintain baseline | Maintain baseline | Maintain baseline |
| 4A | Individually set growth targets will be established for all students K-9. | 75% of continuing students will meet individually set growth targets in Reading | 85% of continuing students will meet individual growth targets in Reading. | 88% of continuing students will meet individual growth targets in Reading. |
| 4A | Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth from 2015 to 2016. | Maintain baseline | Maintain baseline | Maintain baseline |
| 4D | 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. | Maintain baseline | Maintain baseline | Maintain baseline |

PLANNED ACTIONS / SERVICES

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

Action        **1**

Students to be Served   All     Students with Disabilities   [Specific Student Group(s)]_____

Location(s)   All schools   Specific Schools:_____   Specific Grade spans:_____

**OR**

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

Students to be Served   English Learners   Foster Youth   Low Income

Scope of Services   LEA-wide   Schoolwide   **OR**   Limited to Unduplicated Student Group(s)

Location(s)   All schools   Specific Schools:_____   Specific Grade spans:_____

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:<br>❖ Coursework for supplemental credentials<br>❖ CLAD certifications<br>❖ Coursework to become NCLB certified<br>❖ Common core implementation training<br>❖ Brain compatible classroom training.<br>❖ New Teacher Training & Mentoring | Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:<br>❖ Coursework for supplemental credentials<br>❖ CLAD certifications<br>❖ Coursework to become NCLB certified<br>❖ Common core implementation training<br>❖ Brain compatible classroom training.<br>❖ New Teacher training and mentoring. | Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:<br>❖ Coursework for supplemental credentials<br>❖ CLAD certifications<br>❖ Coursework to become certified<br>❖ Common core implementation training<br>❖ Brain compatible classroom training.<br>❖ New Teacher training and mentoring. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $37,800 | Amount | $26,400 | Amount | $26,400 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |

| Budget Reference | Certificated Teachers | | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |
|---|---|---|---|---|---|---|

### Action  **2**

| | Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
|---|---|---|---|---|
| | Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

**OR**

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

| | Students to be Served | English Learners | Foster Youth | Low Income |
|---|---|---|---|---|
| | Scope of Services | LEA-wide | Schoolwide **OR** Limited to Unduplicated Student Group(s) | |
| | Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math. | Final phase of common core aligned curriculum & instructional materials will be purchased for ELA & Math. Transitional phase for Science | Transitional phase for Science curriculum and expletory for social sciences. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $188,600 | Amount | $110,500 | Amount | $95,000 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |

### Action  **3**

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

| Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
|---|---|---|---|
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

**OR**

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

| Students to be Served | English Learners | Foster Youth | Low Income |
|---|---|---|---|
| Scope of Services | LEA-wide | Schoolwide **OR** Limited to Unduplicated Student Group(s) | |
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| 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 | IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School | IT Tech Support and infrastructure maintenance to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $30,000 | Amount | $18,700 | Amount | $18,700 |
| Source | 4300-000/2400-000 | Source | 4300-000/2400-000 | Source | 4300-000/2400-000 |
| Budget Reference | Technology Material/Tech | Budget Reference | Technology Material/Tech | Budget Reference | Technology Material/Tech |

Action   **4**

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

| Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
|---|---|---|---|
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

**OR**

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

| Students to be Served | English Learners | Foster Youth | Low Income |
|---|---|---|---|

| Scope of Services | LEA-wide | Schoolwide | **OR** | Limited to Unduplicated Student Group(s) |

| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research. | LFCS will purchase new technology and software for student use w/assessments, academic support, instruction, and conducting academic research. | LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research. |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $96,800 | Amount | $71,000 | Amount | $71,000 |
| Source | 4300-000 | Source | 4300-000 | Source | 4300-000 |
| Budget Reference | Technology Materials | Budget Reference | Technology Materials | Budget Reference | Technology Materials |

| New | Modified | Unchanged |
|---|---|---|

| # **Goal 3** | Engage parents through education, communication, and collaboration to promote student academic success & engagement |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE  1  2  3  4  5  6  7  8 |
|---|---|
| | COE  9  10 |
| | LOCAL _____ |

| | Parents expressed concerns regarding new state and federal mandates as they pertained to their student's education and well-being. |
|---|---|

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 3A-C | Implement strategic plan, collect data, assess impact that parent involvement has increased | Implement strategic plan, collect data, assess impact that parent involvement has increased by 10% based on previous year data. | Continue to implement strategic plan, collect data & assess long-term impact | Continue to implement strategic plan, collect data & assess long-term impact |
| 3C | Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2015-16 school year | Maintain baseline | Maintain baseline | Maintain baseline |
| 3A-C | Expand school wide volunteer opportunities in coordination with PTLC | Maintain baseline | Maintain baseline | Maintain baseline |

## PLANNED ACTIONS / SERVICES

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

Action    **1**

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

| | | |
|---|---|---|
| Students to be Served | All      Students with Disabilities      [Specific Student Group(s)]_____ | |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ | |

**OR**

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

| | |
|---|---|
| Students to be Served | English Learners      Foster Youth      Low Income |

|  | | Scope of Services | LEA-wide     Schoolwide     **OR**     Limited to Unduplicated Student Group(s) |
| --- | --- | --- | --- |
|  | Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ | |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- |
| New     Modified     Unchanged | New     Modified     Unchanged | New     Modified     Unchanged |
| 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. | 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. | 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. |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
| --- | --- | --- | --- | --- | --- |
| Amount | $12,250 | Amount | $5,250 | Amount | $6200 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Salary | Budget Reference | Certificated Salary | Budget Reference | Certificated Salary |

Action     **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | All     Students with Disabilities     [Specific Student Group(s)]_____ |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | English Learners     Foster Youth     Low Income |
| Scope of Services | LEA-wide     Schoolwide     **OR**     Limited to Unduplicated Student Group(s) |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| Costs associated with hosting parent workshop & trainings:<br>❖ Common Core 202<br>❖ How to interpret assessments<br>❖ CAASPP Scores<br>❖ How to navigate the public school system<br>In addition to other tools to engage and promote student success from home. | Costs associated with hosting parent workshop & trainings:<br>❖ Common Core 303<br>❖ How to interpret assessments<br>❖ CAASPP Scores<br>In addition to other tools to engage and promote student success from home. | Costs associated with hosting parent workshops & trainings as it pertains to current education trends and state assessments. |

[BUDGETED EXPENDITURES](#)

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $5,700 | Amount | $6700 | Amount | $6750 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Salary | Budget Reference | Certificated Salary | Budget Reference | Certificated Salary |

Action      **3**

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

| [Students to be Served](#) | All      Students with Disabilities      [Specific Student Group(s)]_____ |
|---|---|
| [Location(s)](#) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

**OR**

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

| [Students to be Served](#) | English Learners      Foster Youth      Low Income |
|---|---|
| [Scope of Services](#) | LEA-wide      Schoolwide      **OR**      Limited to Unduplicated Student Group(s) |
| [Location(s)](#) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| New | Modified | Unchanged | | New | Modified | Unchanged | | New | Modified | Unchanged |
|---|---|---|---|---|---|---|---|---|---|---|

Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.

Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.

Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.

## BUDGETED EXPENDITURES

**2017-18**

| Amount | $7000 |
|---|---|
| Source | 2100 |
| Budget Reference | Teacher Aid |

**2018-19**

| Amount | $7000 |
|---|---|
| Source | 2100 |
| Budget Reference | Teacher Aid |

**2019-20**

| Amount | $7000 |
|---|---|
| Source | 2100 |
| Budget Reference | Teacher Aid |

| New | Modified | Unchanged |
|---|---|---|

| **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. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE   1   2   3   4   5   6   7   8

COE   9   10

LOCAL  _____

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.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1C | All students will receive instruction in facilities that are safe, secure, clean and well maintained. | Maintain baseline | Maintain baseline | Maintain baseline |

| | | | | |
|---|---|---|---|---|
| 6C | Participation in quarterly community service projects | 95% of Grade K-8 students will participate in quarterly community service projects. | 100% of Grade K-8 students will participate in quarterly community service projects. | 100% of Grade K-8 students will participate in quarterly community service projects. |
| 6C | 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. | Maintain baseline | Maintain baseline | Maintain baseline |
| 5E | 95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric. | Maintain baseline | Maintain baseline | Maintain baseline |
| 5A | Assess student attendance rates | Decrease the number by .5% of students missing 18 days or more. | Decrease the number by .4% of students missing 18 days or more. | Decrease the number by .3% of students missing 18 days or more. |
| 4B | Identify students for academic intervention & provide an RTI (Response to Intervention) for each student , K-8 | Maintain baseline | Maintain baseline | Maintain baseline |
| 5D-E | Identify Students 9-12 for academic intervention & provide an RTI (Response to Intervention) thru the LCHS Academy program. | Maintain baseline | Maintain baseline | Maintain baseline |

## PLANNED ACTIONS / SERVICES

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

Action          1

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

Students to be Served    All    Students with Disabilities    [Specific Student Group(s)]_____

| | Location(s) | All schools Specific Schools:_____ Specific Grade spans:_____ |
|---|---|---|

<div align="center">**OR**</div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| | Students to be Served | English Learners    Foster Youth    Low Income |
| | Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) |
| | Location(s) | All schools Specific Schools:_____ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $3,685 | Amount | $6800 | Amount | $7500 |
| Source | 2100 | Source | 2100 | Source | 2100 |
| Budget Reference | Classified Staff | Budget Reference | Classified Staff | Budget Reference | Classified Staff |

Action    **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
| Location(s) | All schools Specific Schools:_____ Specific Grade spans:_____ |

<div align="center">**OR**</div>

| | | | | | |
|---|---|---|---|---|---|
| **Students to be Served** | English Learners | Foster Youth | Low Income | | |
| **Scope of Services** | | | LEA-wide    Schoolwide   **OR** Limited to Unduplicated Student Group(s) | | |
| **Location(s)** | All schools spans:_____ | Specific Schools:_____ | Specific Grade | | |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| LFCS will provide targeted academic intervention at no cost to families over the summer, to include:<br>❖ Summer Camp programs (Camp Catch-Up)<br>❖ Summer EL Programs<br>❖ Summer High School Math Programs | LFCS will provide targeted academic intervention at no cost to families over the summer, to include:<br>❖ Summer Camp programs (Camp Catch-Up)<br>❖ Summer EL Programs<br>❖ Summer High School Math Programs | LFCS will provide targeted academic intervention at no cost to families over the summer, to include:<br>❖ Summer Camp programs (Camp Catch-Up)<br>❖ Summer EL Programs<br>❖ Summer High School Math Programs |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $117,200 | Amount | $120,500 | Amount | $120,500 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Salary | Budget Reference | Certificated Salary | Budget Reference | Certificated Salary |

Action    **3**

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

| | | | |
|---|---|---|---|
| **Students to be Served** | All | Students with Disabilities | [Specific Student Group(s)]_____ |
| **Location(s)** | All schools spans:_____ | Specific Schools:_____ | Specific Grade |

**OR**

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

| | | | | | |
|---|---|---|---|---|---|
| Students to be Served | English Learners | | Foster Youth | | Low Income |

| | |
|---|---|
| Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) |
| Location(s) | All schools spans:_____    Specific Schools:_____    Specific Grade |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $6,500 | Amount | $6,500 | Amount | $6500 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Salary | Budget Reference | Certificated Salary | Budget Reference | Certificated Salary |

Action    **4**

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

| | |
|---|---|
| Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
| Location(s) | All schools spans:_____    Specific Schools:_____    Specific Grade |

**OR**

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

| Students to be Served | English Learners | Foster Youth | Low Income | |
|---|---|---|---|---|
| Scope of Services | LEA-wide   Schoolwide   **OR** Limited to Unduplicated Student Group(s) | | | |
| Location(s) | All schools spans:_____ | Specific Schools:_____ | Specific Grade | |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New   Modified   Unchanged | New   Modified   Unchanged | New   Modified   Unchanged |
| 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 | 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 | 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 |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-2020** | |
|---|---|---|---|---|---|
| Amount | $850 | Amount | $850 | Amount | $850 |
| Source | 4100 | Source | 4100 | Source | 4100 |
| Budget Reference | Instructional Materials | Budget Reference | Instructional Materials | Budget Reference | Instructional Materials |

Action       **5**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | All   Students with Disabilities   [Specific Student Group(s)]_____ | | |
| Location(s) | All schools   Specific Schools:_____   Specific Grade spans:_____ | | |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | English Learners | Foster Youth | Low Income |

| | | Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) |
|---|---|---|---|

| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ |
|---|---|---|

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $28,500 | Amount | $28,500 | Amount | $28,500 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Staff | Budget Reference | Certificated Staff | Budget Reference | Certificated Staff |

Action    **6**

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

| | Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
|---|---|---|

| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ |
|---|---|---|

**OR**

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

| | Students to be Served | English Learners    Foster Youth    Low Income |
|---|---|---|

| | | Scope of Services | LEA-wide    Schoolwide    **OR** Limited to Unduplicated Student Group(s) |
|---|---|---|---|

| | Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |
|---|---|---|---|---|

<u>ACTIONS/SERVICES</u>

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |
| 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. | 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. | 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. |

<u>BUDGETED EXPENDITURES</u>

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $4200 | Amount | $4200 | Amount | $4200 |
| Source | 1000-1999 | Source | 1000-1999 | Source | 1000-1999 |
| Budget Reference | Certificated Staff | Budget Reference | Certificated Staff | Budget Reference | Certificated Staff |

Action        **7**

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

| | Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
|---|---|---|
| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ |

**OR**

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

| | Students to be Served | English Learners    Foster Youth    Low Income |
|---|---|---|
| | Scope of Services | LEA-wide    Schoolwide    **OR**  Limited to Unduplicated Student Group(s) |
| | Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ |

<u>ACTIONS/SERVICES</u>

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    Modified    Unchanged | New    Modified    Unchanged | New    Modified    Unchanged |

| In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (RTI) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. | In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (RTI) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. | In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (RTI) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. |
|---|---|---|

BUDGETED EXPENDITURES

**2017-18**

| Amount | $88,500 |
|---|---|
| Source | 1000-1999 |
| Budget Reference | Certificated Staff |

**2018-19**

| Amount | $91,500 |
|---|---|
| Source | 1000-1999 |
| Budget Reference | Certificated Staff |

**2019-20**

| Amount | $91,500 |
|---|---|
| Source | 1000-1999 |
| Budget Reference | Certificated Staff |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

| LCAP Year | 2017–18   2018–19   2019–20 |
|---|---|

| Estimated Supplemental and Concentration Grant Funds: | $ 1,110,133.00 | Percentage to Increase or Improve Services: | 102 % |
|---|---|---|---|

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

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

The End

The services provided for our unduplicated students specifically funded are generally used in the area of language support, reading comprehension and math support. Specific monitoring tools are being use to determine each students ability to thrive as it relates to their individual status, either as an language support student, a struggling learner or a student that needs additional support in any variety or combination of subjects, content or skills. This applies to all LFCS students K12.

# DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

**Instructions: Linked Table of Contents**

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

## Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

### Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

# Stakeholder Engagement

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

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

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

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

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

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

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

# Goals, Actions, and Services

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

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

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

> **New, Modified, Unchanged**

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

## Goal

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

## Related State and/or Local Priorities

> 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

## Students to be Served

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

## Location(s)

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

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

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

## Students to be Served

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

## Location(s)

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

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

## Actions/Services

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

**New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

### Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

        (1) The number of 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 5 *CCR* 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).

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

# APPENDIX B: GUIDING QUESTIONS

**Guiding Questions: Annual Review and Analysis**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Guiding Questions: Stakeholder Engagement**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified?  Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*